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ABSTRACT

This competency-based curriculum was designed to aid teachers in West Virginia to provide students with information about careers in the personal services occupational cluster. The curriculum guide contains 43 lessons, organized into the four areas of attendant services, barber and beauty services, commercial services, and residential services, plus introductory and culminating lessons about personal services occupations. Each lesson contains a career information sheet (with a job title, job duties, sample employment locations, an employment outlook, education and training requirements, special qualifications needed, earnings and benefits, and working conditions and life-styles), an occupational competency, resources and or materials, learning objectives, learning activities, and evaluation procedures. Worksheets and student attitude rating sheets are provided for each lesson. Some of the occupations covered in the personal services cluster are the following: animal caretaker, blind aide, diet consultant, horseshoer, shoe repairer, wedding consultant, barber, cosmetologist, manicurist, sales representative for barber and beauty supplies, custodian, funeral director, janitor, psychiatrist, counseling psychologist, pets and pet supplies salesperson, butler, caretaker, funiture cleaner, rug cleaner, laundry worker, and home housekeeper. The guide is illustrated with cartoon drawings. (KC)

ED236324

CE 037325

Competency-Based Curriculum
for
PREVOCATIONAL EXPLORATION
PERSONAL SERVICE

Prepared by

Department of Occupational, Adult,
and Safety Education
Marshall University
Huntington, West Virginia 25701

Produced at

West Virginia Vocational Curriculum Laboratory
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May 1983

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FOREWORD

One of the most important decisions that a student ever makes in a lifetime is that of choosing a career. Therefore, information should be made available that will provide experiences which will enable students to investigate a wide range of occupations. While focusing attention to a variety of careers, students should benefit from experiences which will enable them to outline possible career patterns and appraise different work settings.

Emphasis needs to be placed upon providing experiences which will assist students in becoming aware of the skills and competencies needed for different occupations. Having this knowledge, students should be more able to identify occupational choices suitable for their personal satisfaction.

This Personal Service Cluster curriculum has been designed, written, and organized to facilitate use by teachers and students while exploring occupations in the Service Occupations Laboratory. These experiential learning pacs are being presented in a fashion which, hopefully, will encourage teachers and students to broaden their occupational exploration horizons. The intent of the learning pacs is to assist students in assessing whether or not they would like to prepare themselves for involvement in an occupation pertaining to the field of personal service.

The Bureau of Vocational, Technical, and Adult Education has cooperated with Marshall University by providing assistance in the development of this project. These materials were developed by ten teachers in West Virginia and two prevocational exploration staff members from the Department of Occupational, Adult, and Safety Education at Marshall University.

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Huntington, West Virginia

Core Curriculum Identification

The following units have been identified as core curriculum for the Personal Service Cluster. All students participating within the Service Occupations Laboratory should gain an awareness of the information in these units.

PERSONAL SERVICE CLUSTER CORE CURRICULUM

Animal Caretaker 3
Consultant, Diet 22
Shoe Repairer 61
Wedding Consultant 80
Barber 91
Cosmetologist 98
Manicurist 137
Sales Representative, Barber and Beauty
Equipment and Supplies 148
Funeral Director 204
Janitor 213
Psychologist, Counseling 243
Salesperson, Pets and Pet Supplies 255
Caretaker 281
Furniture Cleaner 295
Home Housekeeper 305

NOTE: A student survey instrument is available to measure the effectiveness of the identified core curriculum. For additional information regarding the survey, contact the prevocational exploration staff in the Occupational, Adult, and Safety Education Department at Marshall University.

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SERVICE OCCUPATIONS

(Introductory Lesson)

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILIES:

Attendant Services		Residential
Animal Caretaker		Caretaker
Diet Consultant		Furniture Cleaner
Shoe Repairer	and	Home Housekeeper
Wedding Consultant		

REPRESENTATIVE JOB TITLES:

Barber and Beauty Services
Barber
Cosmetologist
Manicurist
Sales Representative,
  Barber and Beauty
  Equipment and Supplies

Commercial
Funeral Director
Janitor
Psychologist, Counseling
Salesperson, Pets and Pet Supplies

OCCUPATIONAL TASK: Exploring occupations in Personal Service

OCCUPATIONAL COMPETENCY: Planning an activity for providing a personal service

RESOURCES and/or MATERIALS

1. Envelope containing occupational titles written on separate pieces of paper
2. Chalkboard displaying occupational families
3. Chalk

LEARNING OBJECTIVES

Upon completion of this activity, you should be able to:

1. Identify occupational families and representative job titles listed under the Personal Service Cluster.
2. Realize more the importance of occupations listed under Personal Service.
3. Plan an activity using employees found in the Personal Service Cluster.

LEARNING ACTIVITIES

1. From an envelope, draw an occupational title.
2. Write the occupational title under the occupational family which is more appropriate.
3. Pronounce the occupational title and tell what you think that employed person does to earn a paycheck.
4. Divide the class into four groups according to the occupational families. Each group should plan how these workers would contribute to an outdoor wedding that is being planned for June 2.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participation in selecting, writing on board, and pronouncing an occupational title.
2. Participation in group activity for planning an outdoor wedding for June 2.

CAREER INFORMATION SHEET

JOB TITLE: Animal Caretaker DOT CODE: 410.674-010

DUTIES:	Animal caretakers attend to the needs of animals on farms or in facilities such as kennels, hospitals, and laboratories. They feed and water animals according to schedules; clean and repair cages, pens, and fenced yards; examine animals for signs of illness and treat them according to instructions; and record information with respect to diet, weight, medications, and food intake. Other duties include innoculating, shaving, bathing, and grooming animals.
WHERE EMPLOYED:	Most animal caretakers are employed by animal hospitals and kennels. Animal caretakers are also employed by ranches, farms, stockyards, zoos, experimental laboratories, and circuses.
EMPLOYMENT OUTLOOK:	The opportunities for employment in this field should be stable to good in most states throughout the 1980's. Animal caretakers will be needed each year to replace those who die, retire, or transfer to other work.
EDUCATION AND TRAINING:	There are no set educational requirements for animal caretakers; however, high school graduates are usually preferred. High school courses which may be helpful include biology, chemistry, and math. The majority of the training takes place on the job.
SPECIAL QUALIFICATIONS:	A person interested in a career as an animal caretaker should enjoy working with animals. The applicant must be in good physical condition

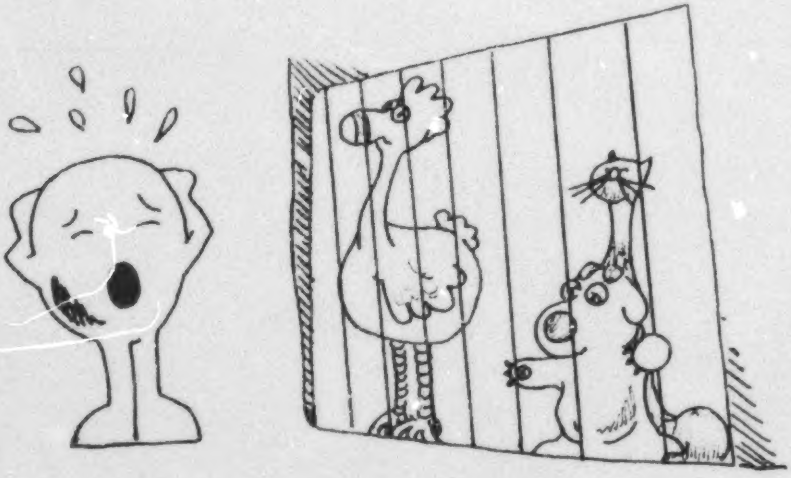
in order to lift heavy objects and stand or walk for the majority of the workday. S/He must also be able to see clearly and follow instructions.

EARNINGS AND ADDITIONAL BENEFITS:

Wages of animal caretakers vary with the skill of the worker and the area of employment. The national average salary is from $8,000 to approximately $15,000 per year.

WORKING CONDITIONS AND LIFESTYLES:

Work may be performed both indoors and outdoors under varying weather conditions. An animal caretaker works alone with the animals for the majority of the time. A normal workweek is usually 35-40 hours. Occasional evening, weekend, and holiday work may be required.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Attendant Services

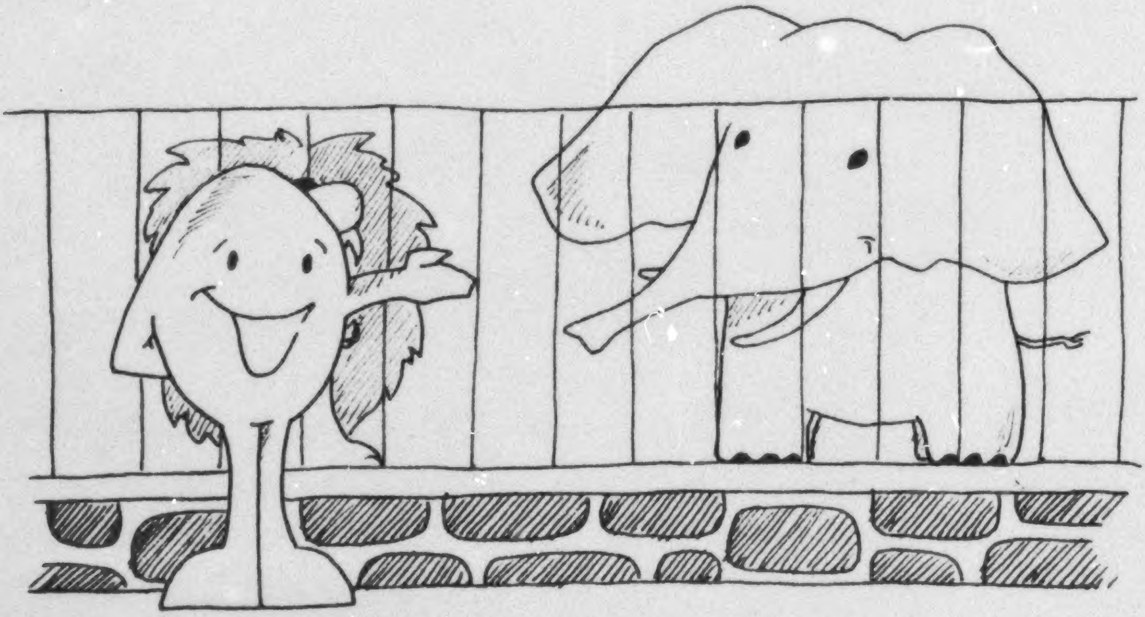
REPRESENTATIVE JOB TITLES:		
	Animal Caretaker	410.674-010
	Animal Keeper	412.674-010
	Stable Attendant	410.674-022

OCCUPATIONAL TASK: Working with animals

OCCUPATIONAL COMPETENCY: Examining the duties of an animal caretaker

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Animal Caretaker Duties
3. Worksheet A



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Become more aware of the duties of an animal caretaker.
2. Assess your interests in this type of work.

LEARNING ACTIVITIES

1. Read and discuss the Career Information Sheet.
2. Students who have pets should share some of the responsibilities in caring for pets.
3. Carefully examine the Animal Caretaker Duties.
4. Complete Worksheet A.
5. Discuss your answers to Worksheet A.

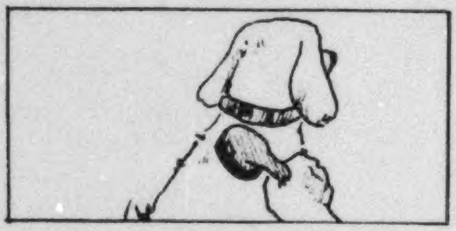
EVALUATION PROCEDURES

Your evaluation will consist of:

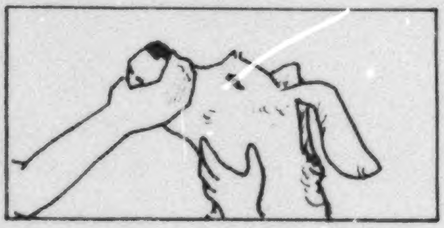
1. Participating in class discussions.
2. Completing Worksheet A and submitting it to your instructor.

ANIMAL CARETAKER DUTIES

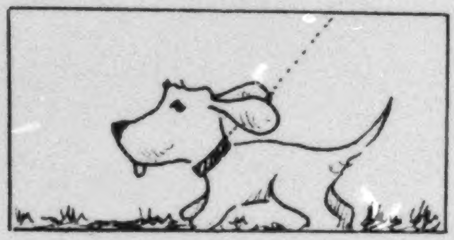
The pictures below represent some of the duties performed by animal caretakers. Carefully examine each picture.



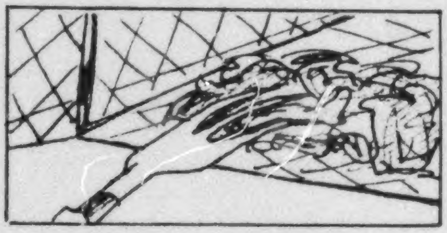
Grooming animals



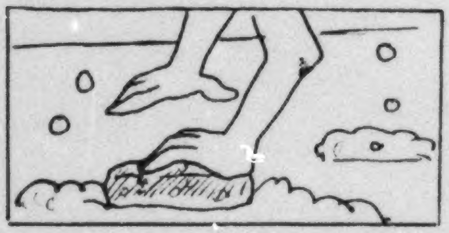
Giving medicine to animals



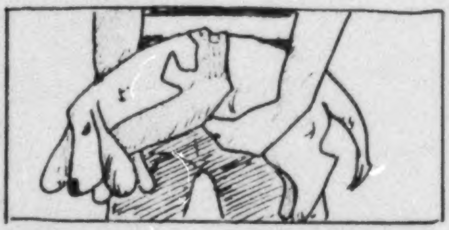
Exercising animals



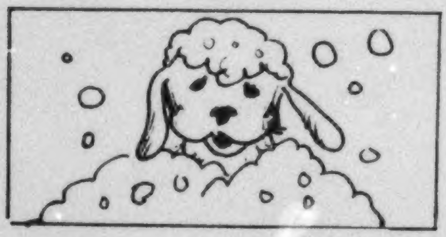
Cleaning cages



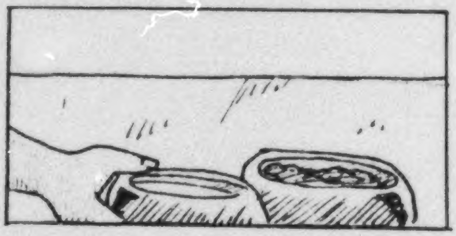
Cleaning floors



Holding animals



Cleaning animals



Feeding and watering animals

WORKSHEET A

1. Using the duties pictured, list the ones which you would probably enjoy most.

____

____

____

____

____

2. List the duties which you would probably not enjoy.

____

____

____

____

____

3. Can you list other duties which an animal caretaker might perform?

____

____

____

4. Do you enjoy being around animals? Yes ____ No ____

5. Would you like to earn your livelihood as an animal caretaker? Yes ____ No ____ Why or why not?

____

____

____

CAREER INFORMATION SHEET

JOB TITLE: Blind Aide	DOT CODE: 359.573-010
DUTIES:	An aide for the blind performs a variety of duties to assist blind persons. The aide drives a motor vehicle to transport a blind person to specified locations according to his/her personal and business activities. Other duties may include assisting with dressing, reading mail, answering written correspondence, shopping for food and clothing, selecting cosmetics, labeling food stuffs and clothing, and identifying monies. An aide employed by an educational institution assists teachers of the blind in routine classroom activities such as toiletry or group school activities.
WHERE EMPLOYED:	Aides for blind persons are employed by individuals who are blind or by the families of individuals who are blind. They may also be employed by educational institutions which serve blind persons.
EMPLOYMENT OUTLOOK:	The employment of aides for the blind will remain steady. A need will always exist for aides to assist blind persons. Many aides are employed by blind persons on a part-time basis. However, there are some persons who require the full-time assistance of an aide.
EDUCATION AND TRAINING:	A high school diploma or the equivalent is usually the minimum educational requirement in this type of work. Specific requirements vary according to the personal or business needs of the employer. However, all aides should be able to read and write, possess basic typing skills,

and have some knowledge of Braille. A valid driver's license is required.

SPECIAL QUALIFICATIONS: It is essential that an aide for a person who is blind be extremely trustworthy, honest, and dependable. An aide should have a pleasing voice and be able to give and follow specific directions. Some positions require that the applicant possess a motor vehicle for transporting the individual who is blind. The aide should also possess a knowledge of basic orientation and mobility skills.

EARNINGS AND ADDITIONAL BENEFITS: The earnings of aides vary according to their experience and the duties required by the employer. Part-time aides usually receive minimum hourly wages or slightly above. Aides employed by educational or other institutions receive a yearly salary which may range from $9,000 to $15,000. Those employed by educational or other institutions usually receive fringe benefits such as health and life insurance, sick leave, and a pension plan.

WORKING CONDITIONS AND LIFESTYLES: The working conditions vary with the employer. The number of hours an aide works per week is determined by the employer. Some elderly blind persons prefer to hire aides who will live in their homes and provide full-time assistance. Many aides are employed on a part-time basis.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Attendant Services

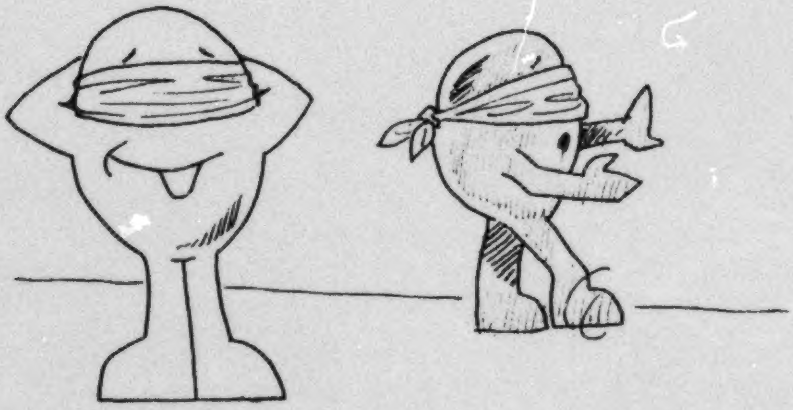
REPRESENTATIVE JOB TITLES:		
	Blind Aide	359.573-010
	Teacher, Blind	094.227-014
	Attendant, Children's Institution	359.677-010

OCCUPATIONAL TASK: Assisting a person who is blind

OCCUPATIONAL COMPETENCY: Directing a person who is blindfolded

RESOURCES and/or MATERIALS

1. Blindfolds



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Become more aware of some of the problems experienced by persons who are blind.
2. Better understand functions performed by an aide for a blind person.

LEARNING ACTIVITIES

1. Brainstorm and list some difficulties which blind persons may experience.
2. Discuss ways aides may assist blind persons in overcoming these difficulties.
3. With a partner, participate in the blindfold exercise blindfolded and as a sighted guide.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

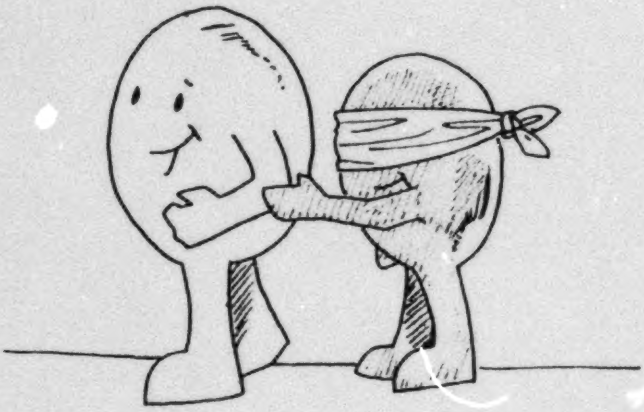
Your evaluation will consist of:

1. Participating in class discussions and blindfold exercise.
2. Completing the Student Attitude Sheet.

Blindfold Exercise

This blindfold experience is designed to help students become more aware of some of the ways an aide would assist a blind person in moving from place to place. The blindfolded student should recognize some of the mobility difficulties involved for a person who is blind.

The aide or guide should be thought of as an extension of the blind person's senses. A guide should walk ½ step in front (never behind) while the blindfolded student lightly grasps the guide's forearm. This light grasp should allow the blindfolded student to recognize the movements of the guide.



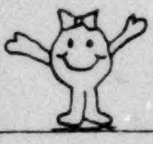
The guide should assist the blindfolded student to walk with ease and perceive his/her present position. A guide must supply information with respect to obstacles along the route, changes in the grade, steps up or down, slight or major turns to the right or left, and drop offs. The guide should also identify whether the footing ahead is secure, rough, or slippery.

Name ______________________________

Occupational Cluster Personal Service - Blind Aide

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Discussing problems experienced by blind persons					
Participating in blindfold exercise					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Chaperon **DOT CODE:** 359.667-010

DUTIES:

A chaperon accompanies minors on trips to educational institutions, public functions, or recreational activities such as dances, concerts, or sports events, in order to provide adult supervision in the absence of parents.

S/He follows parents' instructions regarding minors' activities and imposes limitations and restrictions to insure their safety, well-being, and conformance to specified behavior standards. Many times the chaperon is involved in planning free-time activities and/or arranging for transportation, tickets, and meals whenever the occasion demands it.

WHERE EMPLOYED:

Many persons serving as teachers in schools are expected to serve as chaperons to various extracurricular activities. Churches, civic organizations, and other institutions where planned activities of minors are in progress may be places where chaperons are utilized.

EMPLOYMENT OUTLOOK:

The employment outlook is expected to be very good throughout the 1980's. Most openings will result from workers being promoted, retiring, or leaving their present places of employment which allows them to serve as a chaperon.

EDUCATION AND TRAINING:

The amount of education and training may largely determine where persons will be allowed to serve as chaperons. Although there are many opportunities to serve as chaperons where no formal education requirements are necessary, a high school education is recommended. Experiences acquired during parenthood may also be an asset to chaperons.

SPECIAL QUALIFICATIONS:

The ability to get along well with many different kinds of people is necessary. S/He should be quite intelligent, organized, and able to remember many details. The chaperon may need to be outgoing, cheerful, and have a good personal appearance. Diplomacy and tact are necessary when working with people of various ages. Patience is a must. If problems and/or unexpected difficulties should surface, the chaperon should be calm and see that the welfare of the client(s) remains a main concern. S/He should be able to work under the pressure of strict deadlines.

EARNINGS AND ADDITIONAL BENEFITS:

The earnings of chaperons vary, depending on employer and personal experience. Persons working as state employees in teaching capacities where chaperoning for extracurricular school activities receive benefits such as vacation time, sick leave, pension, and insurance. Much chaperoning is done as volunteer work; consequently, there would be no pay or additional benefits associated with chaperoning. An individual may be employed by parents of children to do a specific assignment for an agreed-upon fee.

WORKING CONDITIONS AND LIFESTYLES:

Chaperons can expect to work long hours and often do much traveling. Evening, weekend, and/or holiday work may be a regular part of their life. Many chaperons are employed only part-time and must supplement their incomes through other sources.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Attendant Services

REPRESENTATIVE JOB TITLES:

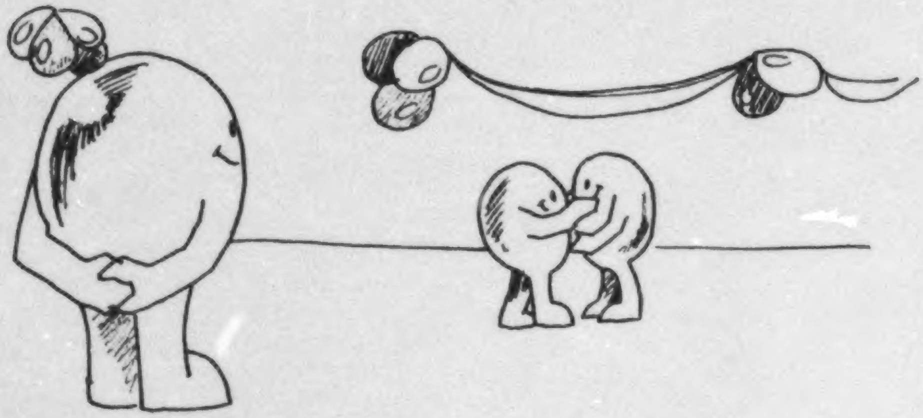
Chaperon	359.667-010
Escort	359.367-010
Blind Aide	359.573-010

OCCUPATIONAL TASK: Accepting responsibility as chaperon

OCCUPATIONAL COMPETENCY: Arranging for weekend trip to club meeting

RESOURCES and/or MATERIALS

1. Worksheet A
2. Student Attitude Sheet



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand the responsibilities of a chaperon.
2. Realize the importance of chaperons to minors.
3. Recognize your interests in this type of work.

LEARNING ACTIVITIES

1. Read the Career Information Sheet.
2. Discuss public school and church functions where chaperons are required to accompany participants.
3. Compile a list of events in which the class participants have been involved during their nine years of school in which at least one chaperon was in attendance.
4. Indicate by each event whether the chaperoning was volunteer, extra pay for chaperon, or in conjunction with work.
5. Complete Worksheet A.
6. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion.
2. Compiling list of events where chaperon was present.
3. Completing Worksheet A.
4. Completing the Student Attitude Sheet.

WORKSHEET A

Each student is to plan to be a chaperon for a youth organization where five teenagers are attending from their school.

Complete the following for a weekend trip at Cedar Lakes while attending a Career Exploration Club officers' training meeting.

I. Plan wardrobe for following activities:
  a. Morning two-hour class session: ____________________
  ______________, ______________, ______________, and
  ______________.
  b. Afternoon two-hour class session: __________________,
  ______________, ______________, ______________, and
  ______________.
  c. Three meal break:
    1. Breakfast 6:00 - 7:00 a.m.
    ____
    ____
    ____
    2. Lunch 12:15 - 1:00 p.m.
    ____
    ____
    ____
    3. Dinner 5:00 - 6:00 p.m.
    ____
    ____
    ____

d. Extra Activities:

1. Swimming: ______________, ______________,

______________, and ______________.

2. Tennis: ______________, ______________,

______________, and ______________.

3. Vespers 10:00 - 11:00 p.m.: ______________,

______________, and ______________.

II. Departure:

Home to Cedar Lakes ____________________.

Cedar Lakes to Home ____________________.

III. Transportation

a. Bus _____
b. Automobile _____
c. Other _____ Method _____.

IV. Rules to be Enforced at Cedar Lakes:

a. ____

b. ____

c. ____

d. ____

e. ____

V. Memo sent home for parents' signatures:

____

____

____

____

____

____

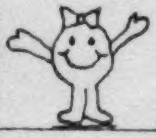
____.

Name ________________________________

Occupational Cluster Personal Service - Chaperon

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading about chaperons					
Discussing functions where chaperons are required to be					
Compiling list of school events where chaperons have been in attendance					
Planning a weekend trip as a chaperon for five teenagers					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ________________________________

____

____

CAREER INFORMATION SHEET

JOB TITLE: Consultant, Diet	DOT CODE: 189.167-010
DUTIES:	Diet consultants assist clients in planning diet programs. They offer menu plans and advice for losing weight. Consultants conduct lectures, lead group discussions, counsel individual clients, and lead exercise sessions. Other duties include weighing clients privately, encouraging clients to progress, recognizing clients' accomplishments, and determining realistic weight goals for clients. Diet consultants may also offer nutrition information and sell diet products and literature.
WHERE EMPLOYED:	Diet consultants are employed in clinics, health spas, health clubs, reducing salons, privately-owned businesses, franchised operations, and diet clubs. Some diet consultants are self employed.
EMPLOYMENT OUTLOOK:	The employment outlook in this field should be good throughout the 1980's. An increasing number of diet clubs in operation and their high memberships continue to attract overweight people to seek assistance in solving their eating problems.
EDUCATION AND TRAINING:	Educational requirements in this type of work vary with the employer. Most employers prefer high school graduates and require that the applicant be at his/her ideal weight. A few employers require a college degree in counseling or nutrition.
SPECIAL QUALIFICATIONS:	A person interested in this type of work should have a sincere desire to assist people in overcoming weight

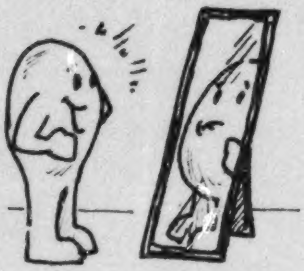
problems. A warm, outgoing personality is essential. Empathy, persuasiveness, and the ability to inspire others are also important qualities. The consultant is required to maintain his/her own ideal weight. Good personal hygiene and a neat appearance are essential.

EARNINGS AND ADDITIONAL BENEFITS:

Diet consultants usually earn hourly wages and commissions on sales. Some diet consultants earn salaries. Employers usually provide fringe benefits such as sick leave, vacations with pay, health and life insurance, and some type of pension plan.

WORKING CONDITIONS AND LIFESTYLES:

The working conditions for diet consultants vary with the employer; however, surroundings are usually comfortable and pleasant. Diet consultants customarily work a 40-hour week. Evening and weekend work may be involved. Some consultants work part time and determine their own schedules.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Attendant Services

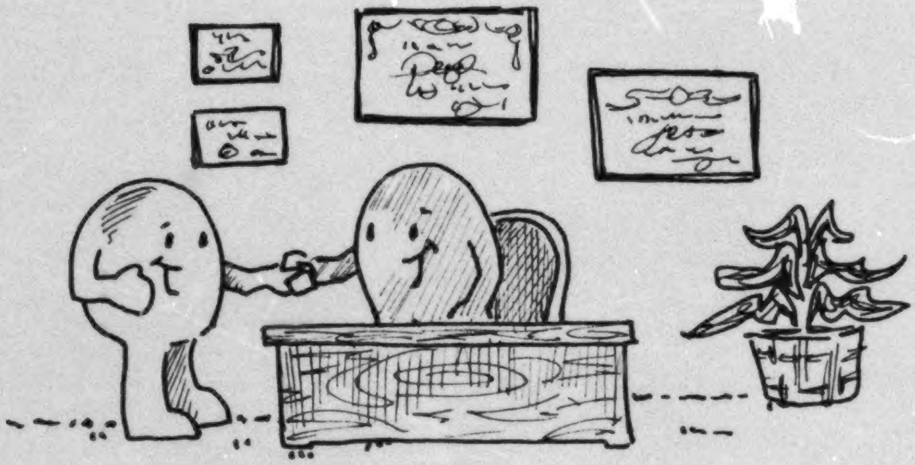
REPRESENTATIVE JOB TITLES:		
	Consultant, Diet	189.167-010
	Nutrition Consultant	199.251-010

OCCUPATIONAL TASK: Examining influences on eating habits

OCCUPATIONAL COMPETENCY: Identifying sources of nutrition

RESOURCES and/or MATERIALS

1. A variety of old magazines
2. Worksheets A, B, and C
3. Height-weight chart



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Become more familiar with the work of a diet consultant.
2. Better understand motivation behind eating habits.

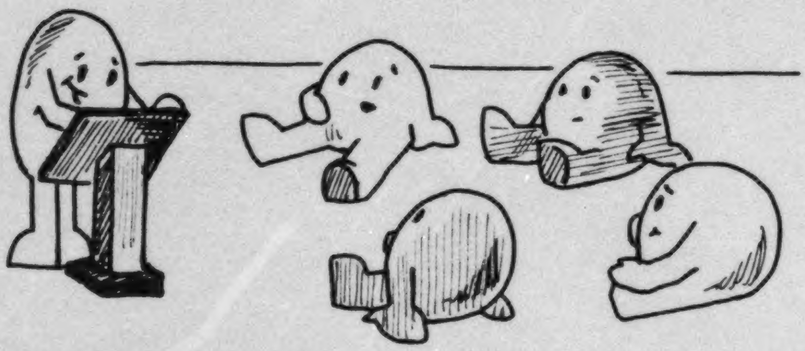
LEARNING ACTIVITIES

1. Using suggestions on Worksheet A, create two collages showing influences on our eating habits.
2. Use a height-weight chart to calculate your ideal weight. (Worksheet B)
3. Complete Worksheet C.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in making collages.
2. Completing Worksheets B and C.



WORKSHEET A

To understand influences on our eating habits, make two collages using pictures and words from old magazines.

On one, show overweight people and possible reasons for their weight problem.

On the other, show people without weight problems and factors that encourage people to have a slim, trim figure.

Remember to include these factors:

availability of food
time
energy
family
friends
lifestyle
money
emotions
advertising
status
sex appeal
recreation
social events
appearance
hobbies
psychological influences
security
residence
health

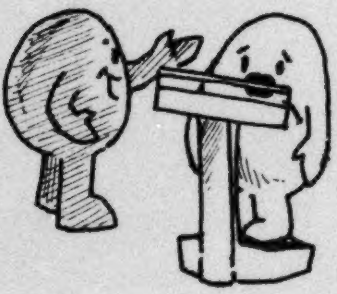
HEALTH
MONEY
energy
TIME
MAG

WORKSHEET B

Using a height-weight chart in a home economics or health textbook, calculate your ideal weight based on your age and body build.

Are you overweight or underweight?

Encourage classmates to evaluate their weight also.



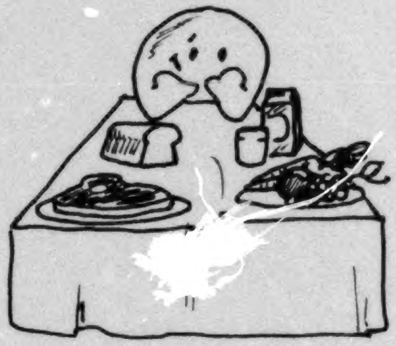
A sound weight-reducing program is based on lowering the food or caloric intake while increasing the energy output. In other words, eat __________ and exercise __________.

WORKSHEET C

Identify good sources of nutrition which also are low in calories for each of the Four Food Groups.

Meat Group -

Fruit and Vegetable Group -

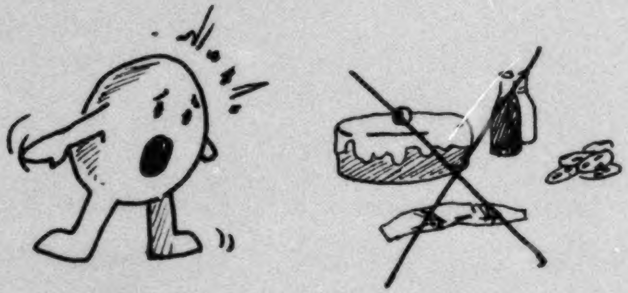


Milk and Milk Products Group -

Bread and Cereal Group -

What foods are high in calories, low in nutrition, and generally should be avoided in a weight-reducing program?

Name foods that can be used as snacks to substitute for empty calorie junk foods.



CAREER INFORMATION SHEET

JOB TITLE: Escort

DOT CODE: 359.367-010

DUTIES:

An escort acts as a social partner for a person of the opposite sex to enable another individual to attend functions, participate in activities requiring a partner, or provide companionship or protection while visiting public establishments, such as restaurants, night clubs, theaters, and gambling houses.

S/He may suggest places of entertainment and arrange for transportation and tickets. The escort may be involved in accompanying an individual on a sightseeing tour.

WHERE EMPLOYED:

Nearly all escorts work for business establishments designated as Escort Services. Usually more metropolitan areas are better places for opportunities with respect to escort services.

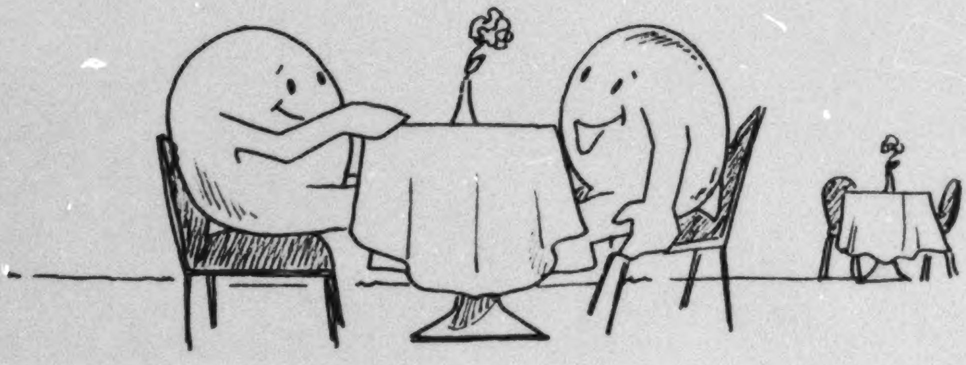
EMPLOYMENT OUTLOOK:

The employment outlook as escort is expected to remain fairly good throughout the 1980's. Most openings will result from workers being promoted, retiring, or leaving his/her present place of work for other reasons.

EDUCATION AND TRAINING:

A high school education is highly recommended but not a requirement in order to work as an escort. Courses at the high school level which may be helpful include: English, physical education, and health. Some classes in various types of dancing may also be helpful when serving as an escort.

SPECIAL QUALIFICATIONS:	A person interested in a career as an escort should have a pleasing personality. Other important assets include a distinctive and attractive physical appearance, good coordination, and grace. Escorts should enjoy working with people and exhibit poise under the pressures of competition and tight schedules.
EARNINGS AND ADDITIONAL BENEFITS:	Salaries for escorts may vary depending upon the number of hours of service needed for each client and the geographical location of the business establishment where employed.
WORKING CONDITIONS AND LIFESTYLES:	Escorts often work under the pressures of time and the demands of clients. Working conditions vary with the location of the service being provided such as dining, dancing, sightseeing tour, etc. Frequent moving may be part of the lifestyle of a person serving as an escort. Escorts usually work eight hours a night, five nights a week; however, extra hours may be required. Some escorts are employed part-time and may experience long periods of unemployment.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Attendant Services

REPRESENTATIVE JOB TITLES:

Escort	359.367-010
Supervisor, Hospitality House	359.137-010
Blind Aide	359.573-010

OCCUPATIONAL TASK: Exploring the work of an escort

OCCUPATIONAL COMPETENCY: Planning activities as a social partner

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Activity Sheet A

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand skills needed by an escort.
2. Realize the importance of effective interpersonal skills.
3. Become more knowledgeable of your community.

LEARNING ACTIVITIES

1. Read Career Information Sheet.
2. Compile a list of restaurants and fast-food services in your community where evening meals can be purchased. Beside each business, list an estimated price for the dinner and examples of the kinds of food served.
3. Identify the various types of transportation available for 14 and 15 year olds in your community.
4. Compile a list of possible places for entertainment Monday-Sunday 5:00 - 11:30 p.m. in your neighborhood.
5. Complete Activity Sheet A.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing a listing of restaurants and fast-food services.
2. Identifying various types of transportation available for 14 and 15 year olds in your community.
3. Completing a listing of entertainment in your neighborhood.
4. Completing Activity Sheet A.

ACTIVITY SHEET A

Plan activities for two 15-year-old teenagers for which you have been recommended to serve as an escort on a Friday evening from 5:00 - 11:30 p.m. The two teenagers are brother and sister who are accompanying their parents on a vacation to West Virginia. The father of the twins has been hospitalized unexpectedly; however, the parents insist that the twins benefit from being in your community. Your schedule of activities should last for six and one-half hours.

Evening meal at:

Entertainments:

	Name of Business	Type of Activity	Time
A.	________________	____________________	____________
B.	________________	____________________	____________
C.	________________	____________________	____________
D.	________________	____________________	____________
E.	________________	____________________	____________

Return to Motel: _____________

CAREER INFORMATION SHEET

JOB TITLE: Horseshoer

DOT CODE: 418.381-010

DUTIES: Horseshoers are blacksmiths who specialize in shoeing horses. Today most farriers use ready-made horseshoes so that their primary job is to adjust shoes for a proper fit. However, sometimes they have to make the shoes themselves. Farriers who shoe race horses must be able to recognize weaknesses in a horse's legs and shoe it accordingly. To shoe a horse, farriers begin by removing the old shoe with nail snippers and pincers. They examine the horse's hoof for bruises and then clean, trim, and shape the hoof. When the hoof is ready, they position and nail a shoe onto the hoof and finish by trimming the hoof flush to the new shoe.

WHERE EMPLOYED: Most horseshoers are self employed and contract their services to horse trainers at race track stables and to owners of horses used for private or public recreation.

EMPLOYMENT OUTLOOK: Employment of farriers may increase slightly due to the growing popularity of horse racing and the increasing use of horses for recreational purposes. However, since this is a small occupation, relatively few job openings will become available.

EDUCATION AND TRAINING: Most farriers learn their craft by assisting experienced farriers. Others may take a short course in horseshoeing for about three-to-four weeks before gaining experience on their own or as assistants to farriers. Courses in horseshoeing are taught in several colleges as well as private horseshoeing schools.

SPECIAL QUALIFICATIONS:

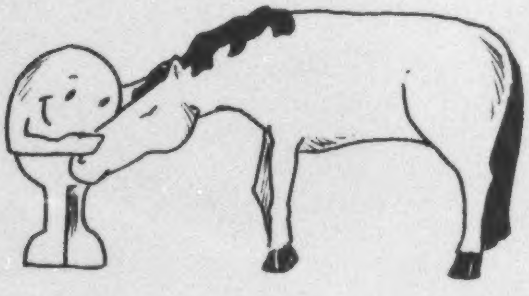
At least three-to-five years of special training or experience are needed to obtain the skills necessary to shoe race horses. Farriers wishing to work at race tracks must pass a licensing examination which tests their knowledge of corrective shoeing techniques and the proper shoe to use depending on the condition of the horse's hoof or leg and the condition of the race track. The exam is a performance test with no written exam. Farriers must be in good physical condition and have the patience to handle horses.

EARNINGS AND ADDITIONAL BENEFITS:

According to limited information, yearly earnings of farriers who shoe saddlehorses average between $10,000 to $12,000 a year. Those who shoe race horses average about $15,000 a year.

WORKING CONDITIONS AND LIFESTYLES:

The jobs of some horseshoers may be seasonal. During the summer months, when horses are ridden more often, farriers may work long hours and even on weekends. Those who specialize in shoeing race horses often work at several different race tracks and travel a great deal. In areas where horse racing is seasonal, they may have to move to another state during the off season.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Attendant Services

REPRESENTATIVE JOB TITLES:	Horseshoer	418.381-010
	Farrier	418.381-010
	Horse Trainer	419.224-010

OCCUPATIONAL TASK: Exploring the duties of a horseshoer

OCCUPATIONAL COMPETENCY: Examining the manipulative skills needed to shoe horses

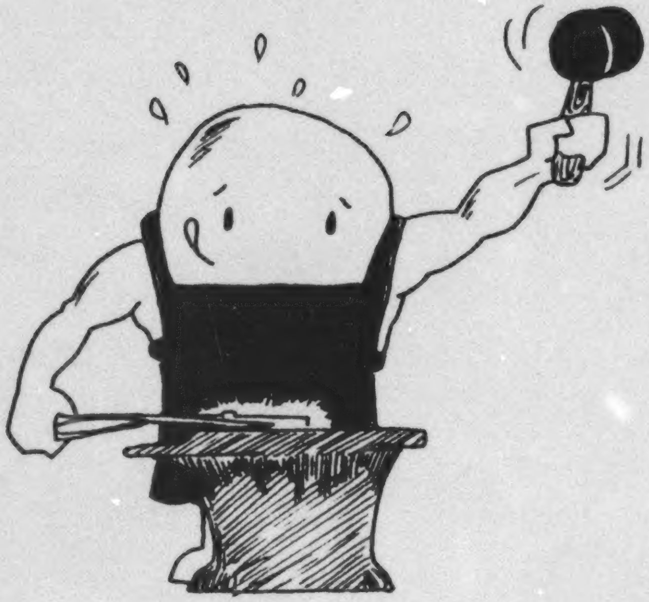
RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Worksheet A
3. Horseshoe
4. Horseshoe nails
5. Hammer
6. Wooden block
7. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand procedures used to shoe horses.
2. Determine if you would enjoy this type of work.



LEARNING ACTIVITIES

1. Read the Career Information Sheet for a horseshoer.
2. Read and complete Worksheet A.
3. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

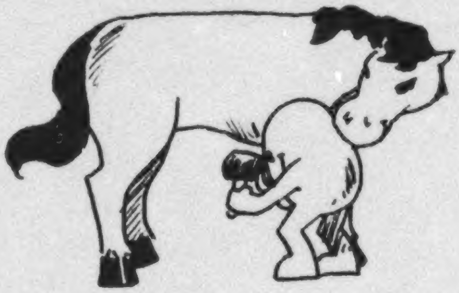
Your evaluation will consist of:

1. Completing the activity on Worksheet A.
2. Completing the Student Attitude Sheet.

WORKSHEET A

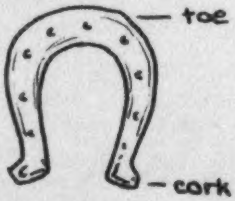
Horseshoer

You are employed by the O-Hag Horse Track as a farrier. Today you must put new shoes on Speed Demon so that he can run in the 5th race. Since you have shoed Speed Demon before, you have already prepared the new shoes. Speed Demon is brought to your barn at the track and you calmly rub his neck and have a short conversation with his trainer before you start to work.



To begin, you must first remove the old shoes with nail snippers and pincers. Then you examine Speed Demon's hooves for bruises and other injuries before cleaning, trimming, and shaping the hooves. Once you are satisfied with the condition of Speed Demon's hooves you are ready to position and nail the shoes onto the hooves.

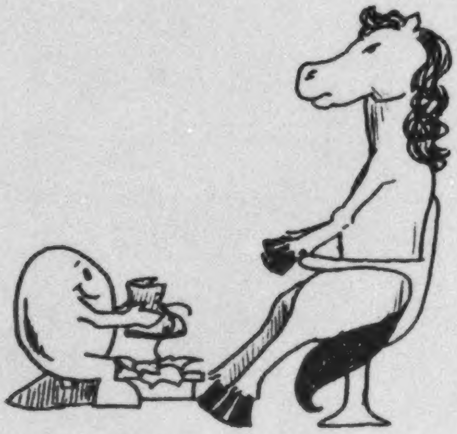
To nail the shoes in place, you begin at the toe of the shoe and continue placing nails toward the cork of the shoe.



Each shoe has holes for eight nails and the nails must be hammered with quick, even strokes, making sure that the shoe is held in its proper place to prevent incorrect positioning. Once all nails are in place, the hoof is finished by being trimmed flush to the new shoe.

WORKSHEET A ACTIVITY

Using a horseshoe, eight horseshoe nails, a hammer, and a wooden form, practice positioning the shoe and nailing it into place.

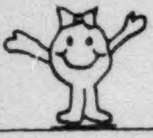


Name ______________________________

Occupational Cluster Personal Service - Horseshoer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading Career Information Sheet					
Reading Worksheet					
Using hammer to nail horseshoe to the wooden form					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Hot-Room Attendant **DOT CODE:** 335.677-014

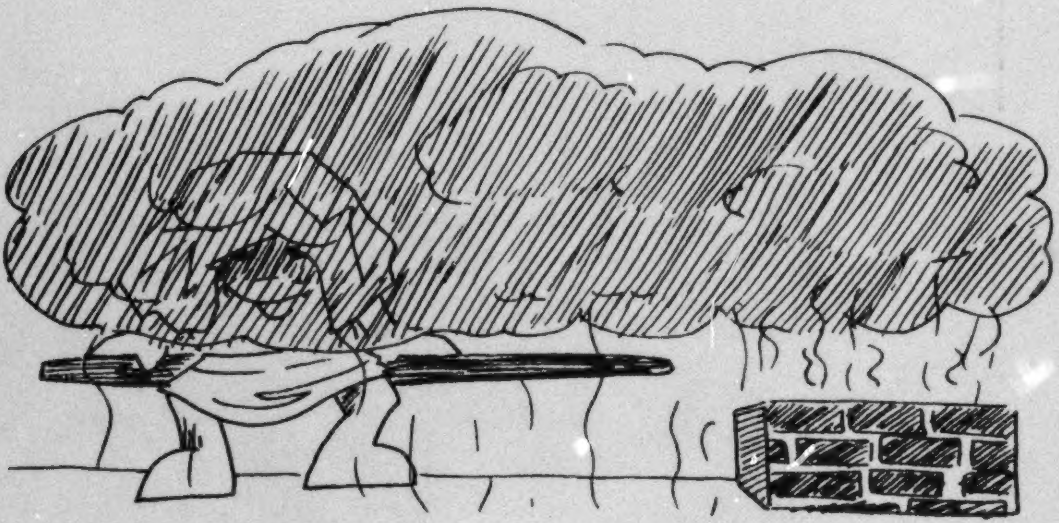
DUTIES: A hot-room attendant serves patrons in a dry-heat room or steamroom of an athletic, bathing, or other establishment. The attendant spreads sheets or towels over the benches and seats the patrons. S/He supplies drinking water and renders other services such as wrapping cool towels about patron's head, spraying body with water, or timing the length of the bath. Other duties include collecting soiled linen, cleaning bathing area and facilities, adjusting heating equipment, and regulating the amount of steam or temperature.

WHERE EMPLOYED: Hot-room attendants are employed by health spas, figure salons, health clubs, athletic clubs, resorts, country clubs, and public baths. The majority of the employment opportunities exist in metropolitan areas.

EMPLOYMENT OUTLOOK: Employment in this field should remain steady; however, the number of full-time positions are limited. Opportunities will arise as attendants leave the occupation for various reasons.

EDUCATION AND TRAINING: There are no specific educational requirements for hot-room attendants. Most employers prefer to hire persons who have completed high school. Some employers require that hot-room attendants complete training in first aid and cardio-pulmonary resuscitation. The majority of the training takes place on the job.

SPECIAL QUALIFICATIONS:	A person interested in this type of work should be clean, courteous, sincere, honest, and patient. A hot-room attendant must be able to exercise tact and deal effectively with people. Good health and physical stamina are essential.
EARNINGS AND ADDITIONAL BENEFITS:	Earnings of hot-room attendants vary according to the place of employment and the services rendered. Most hot-room attendants are paid from minimum wage to $5.00 per hour. Fringe benefits also vary with the employer and may include health and life insurance, vacations with pay, and a retirement plan.
WORKING CONDITIONS AND LIFESTYLES:	Hot-room attendants usually work from 35-40 hours a week. Evening and weekend work is frequently involved. Due to the excessive heat in a steamroom and/or sauna, the attendant may work under uncomfortable conditions at times.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Attendant Services

REPRESENTATIVE JOB TITLES:

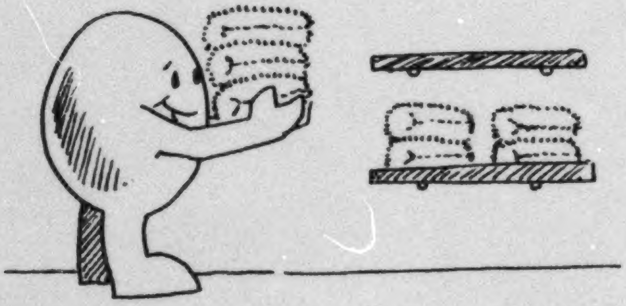
Hot-Room Attendant	335.677-014
Cooling-Room Attendant	335.677-010
Masseur-Masseuse	334.374-010

OCCUPATIONAL TASK: Exploring the work of a hot-room attendant

OCCUPATIONAL COMPETENCY: Determining the number of clean towels to be ordered

RESOURCES and/or MATERIALS

1. Worksheet A
2. Chart indicating use of facilities



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize some of the functions performed by hot-room attendants.
2. Identify places where hot-room attendants may be employed.

LEARNING ACTIVITIES

1. Discuss the duties performed by hot-room attendants.
2. List the types of businesses which may employ hot-room attendants.
3. List and discuss businesses or organizations in your area which operate steamrooms, saunas, and/or hot tubs.
4. Complete Worksheet A.
5. Discuss Worksheet A.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussions.
2. Completing Worksheet A.

WORKSHEET A

As a hot-room attendant at the Pleasant Valley Country Club, you are responsible for ordering clean towels each week to be used by patrons in the steamroom, sauna, and hot tub areas. Most patrons who use the steamroom and sauna prefer to have three towels. They spread one towel on the bench in the steamroom or sauna to sit on, wrap up in one towel, and use another towel to dry off with after taking a shower. Patrons who use the hot tub usually require two towels.

Examine the chart which indicates the number of patrons who used the facilities during the previous month.

1. Based on the number of people who used the steamroom, sauna, and hot tub during the previous month, estimate the number of towels used during that month. ______ Towels

2. What was the average number of towels used each week? ______ Towels (use complete weeks only)

3. How many towels would you order from the towel service for each week during the upcoming month? ______ Towels per week.

4. According to the chart, which day of the week was usually the busiest? ____________

5. Which facility was used the most? _______________

In addition to your other duties, you must also adjust heating equipment to maintain appropriate temperatures in the steamroom, sauna, and hot tub areas. The following temperatures should be maintained: steamroom - 118°, sauna - 185°, and hot tub - 105°.

6. Would you like to work as a hot-room attendant? Why or why not? ____

____

____

Patrons' Use of Facilities

Day of Month	Steamroom	Sauna	Hot Tub	Totals
1 Mon.	28	20	15	63
2 Tues.	32	35	20	87
3 Wed.	25	30	23	78
4 Thurs.	24	31	25	80
5 Fri.	36	38	26	100
6 Sat.	55	57	35	147
7 Sun.	35	25	19	79
8 Mon.	33	30	29	92
9 Tues.	25	29	22	76
10 Wed.	31	40	27	98
11 Thurs.	28	32	23	83
12 Fri.	32	30	30	92
13 Sat.	49	52	41	142
14 Sun.	30	34	35	99
15 Mon.	27	25	21	73
16 Tues.	30	32	26	88
17 Wed.	34	24	22	80
18 Thurs.	39	31	29	99
19 Fri.	43	40	31	114
20 Sat.	60	65	43	168
21 Sun.	36	33	26	95
22 Mon.	28	29	25	82
23 Tues.	33	31	29	93
24 Wed.	27	28	23	78
25 Thurs.	34	40	27	101
26 Fri.	39	46	30	115
27 Sat.	57	50	39	146
28 Sun.	36	23	30	89
29 Mon.	34	31	19	84
30 Tue.	30	25	22	77
Totals	1,050	1036	812	2,898

WORKSHEET A - KEY

1. 7,882 Towels

2. 1,860

3. At least 1,860 Towels

4. Saturday

5. Steamroom

6. Answers will vary

CAREER INFORMATION SHEET

JOB TITLE: Masseur/Masseuse DOT CODE: 334.374-010

DUTIES:

A masseur/masseuse massages customers and administers other body conditioning treatments for hygienic or remedial purposes. S/He applies alcohol, lubricants, or other rubbing compounds; massages body to stimulate blood circulation, relax contracted muscles, or relieve other conditions; and administers steam, dry heat, or water treatments on request by the customer or under a physician's instructions. The masseur/masseuse may recommend body conditioning activities or treatments. Keeping records of treatments given to customers is also the responsibility of the masseur/masseuse.

WHERE EMPLOYED:

A masseur/masseuse may be employed at health clubs, health spas, hotels, resorts, camps, public baths, reducing salons, Y.M.C.A.'s and Y.W.C.A.'s. The majority of opportunities for employment exist in metropolitan areas.

EMPLOYMENT OUTLOOK:

The employment outlook in this type of work is good. People are becoming more health conscious which creates a greater demand for the services of masseurs/masseuses. Opportunities will also arise from the need to replace masseurs/masseuses who retire, find other jobs, or leave the occupation for various reasons.

EDUCATION AND TRAINING:

A high school education is required. Most employers prefer college graduates with courses in basic sciences, anatomy, bacteriology, dermatology, neurology, and physiology. Most masseurs/masseuses are required to complete a year's internship under a competent, experienced masseur/masseuse. Some states require licensing.

SPECIAL QUALIFICATIONS: A person interested in this type of work should be courteous, patient, sincere, and honest. Since this career involves working with the public, a masseur/masseuse must be able to exercise tact and deal effectively with people. Good health and physical stamina are necessary.

EARNINGS AND ADDITIONAL BENEFITS: Earnings of masseurs/masseuses vary depending upon the place of employment and the individual's experience. Some masseurs/masseuses earn a set salary while others work on a commission basis. In addition to regular earnings, most masseurs/masseuses also receive tips from customers. Fringe benefits such as health and life insurance, vacations with pay, and retirement plans are usually provided by the employer.

WORKING CONDITIONS AND LIFESTYLES: The masseur/masseuse usually works in a pleasant, clean, and well-equipped facility. Most work a 40-hour week; however, some evening and weekend work may be required.

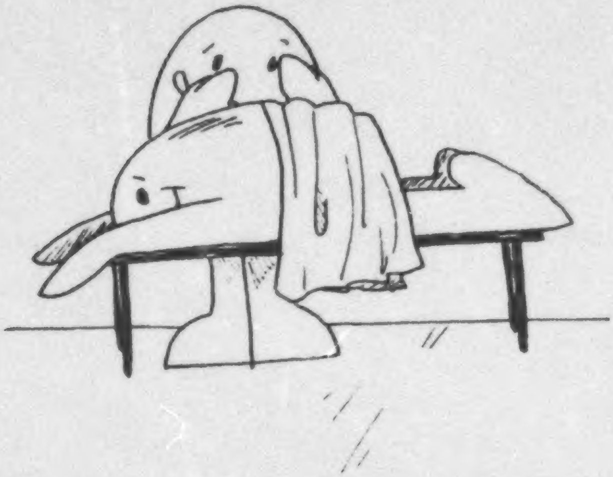
SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Attendant Services

REPRESENTATIVE JOB TITLES:

Masseur/Masseuse	334.374-010
Rubber	334.677-010
Hot-Room Attendant	335.677-014



OCCUPATIONAL TASK: Exploring the job of a masseur/masseuse

OCCUPATIONAL COMPETENCY: Identifying the locations of various muscles in the body

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Skeleton (borrow from Science Department)
3. Muscle Identification Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Become more familiar with some of the muscles which a masseur/masseuse must know.
2. Identify places of employment for a masseur/masseuse.

LEARNING ACTIVITIES

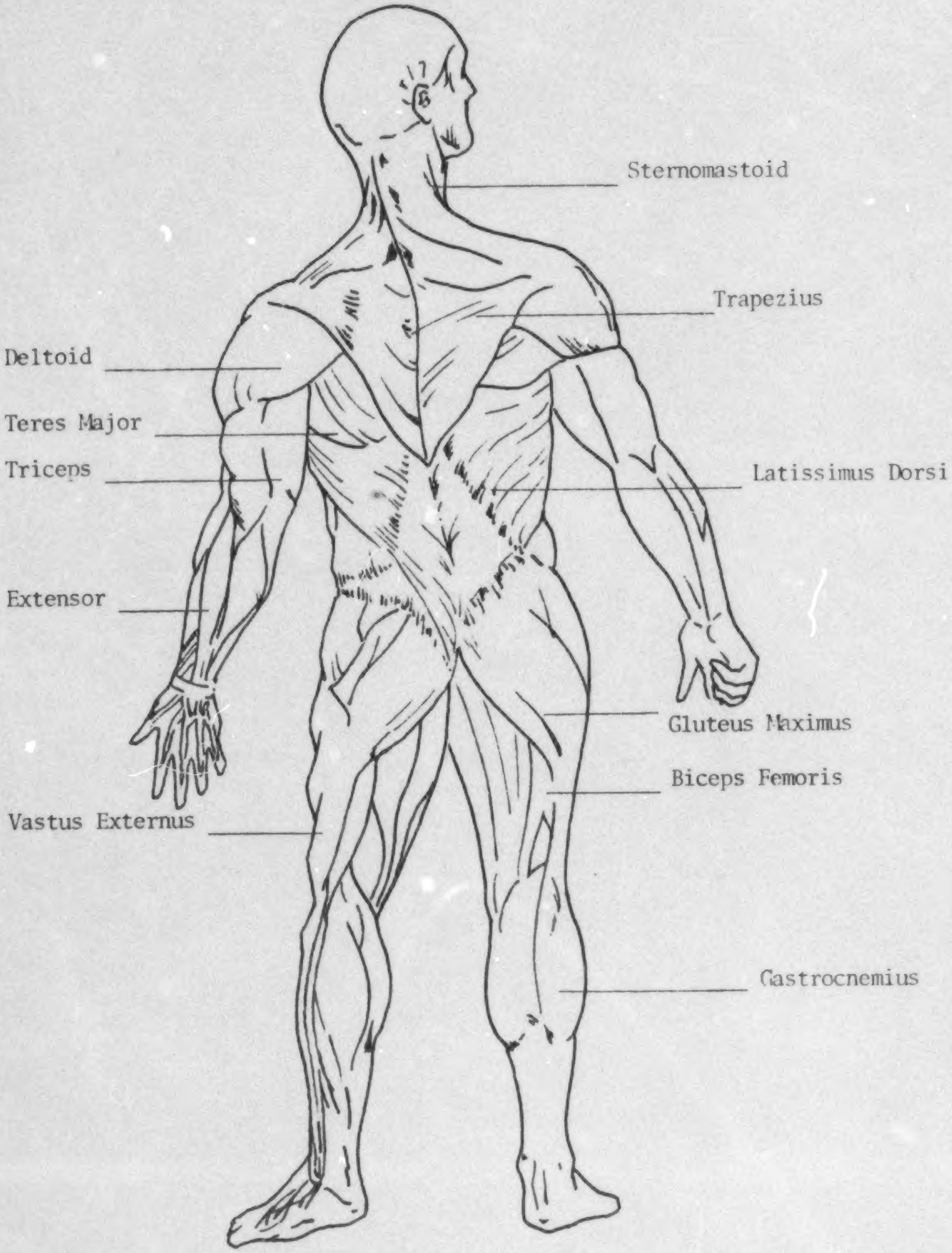
1. Read and discuss the Career Information Sheet.
2. Using a model skeleton and the Muscle Identification Sheet, identify the locations of some of the muscles which a masseur/masseuse must know.
3. List and discuss places in your area where a masseur/masseuse may find employment.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussions.
2. Identifying muscle locations.
3. Listing places of employment for a masseur/masseuse.

Muscle Identification Sheet


Sternomastoid
Trapezius
Deltoid
Teres Major
Triceps
Latissimus Dorsi
Extensor
Gluteus Maximus
Biceps Femoris
Vastus Externus
Gastrocnemius

CAREER INFORMATION SHEET

JOB TITLE: Personal Attendant DOT CODE: 309.674-014

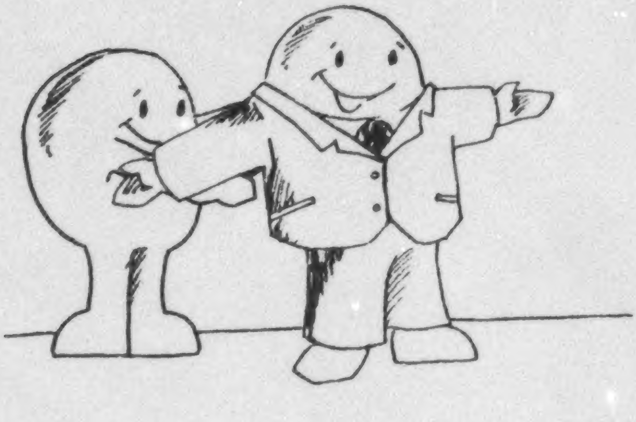
DUTIES: A personal attendant is usually employed in a private household and provides various services to their employer, such as: brushes, cleans, presses, and mends the employer's clothing. Packs clothing for travel, cleans employer's quarters, prepares bath, answers the telephone, purchases clothing and accessories and may drive car to run errands. Other services performed include: shampooing and grooming the employer's hair, shaving their face, manicuring nails, giving body or facial massages, or applying cosmetics.

WHERE EMPLOYED: Persons in this occupation are employed in private households. Some households provide "live in" arrangements for the personal attendant.

EMPLOYMENT OUTLOOK: The number of personal attendants has been declining in the past few years but openings will continue to occur each year from the need to replace those who die, retire, or leave the occupation for other reasons. Employment as a personal attendant rests largely with a person's talent and determination.

EDUCATION AND TRAINING: Personal attendants usually learn their trade on the job. Most employers prefer a well-rounded education and an ability to read and carry on an interesting conversation. Some vocational courses in home economics and driver training could prove beneficial in this area.

SPECIAL QUALIFICATIONS:	Persons serving as personal attendants may find having an educational and cultural background more important than work experience. A desire to do a job carefully and thoroughly is an important consideration. This occupation requires courtesy, cleanliness, and the ability to get along well with people. A personal attendant must be able to follow orders.
EARNINGS AND ADDITIONAL BENEFITS:	The wages vary according to the work performed, employer's income, and the custom of the local area. Earnings are highest in large cities, especially in the North. The national average salary is at least $9,750 per year.
WORKING CONDITIONS AND LIFESTYLES:	Since most work is performed in the private home, working conditions are usually pleasant and the work relatively safe. Frequently, personal attendants receive instructions from their employers, but are free to work at their own pace.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Attendant Services

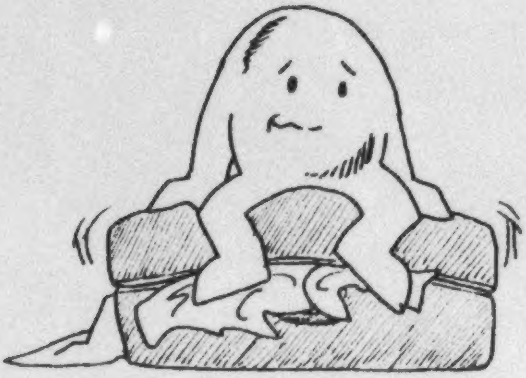
REPRESENTATIVE JOB TITLES:	Personal Attendant	309.674-014
	Butler	309.674-010
	Companion	309.677-010

OCCUPATIONAL TASK: Exploring the job of a personal attendant

OCCUPATIONAL COMPETENCY: Polishing a pair of shoes

RESOURCES and/or MATERIALS

1. Shoe Polishing Information Sheet
2. Shoes, polish, shine cloth, brush
3. Personal Attendant Duties Scramble
4. Student Attitude Sheet



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand duties of a personal attendant.
2. Understand how to polish shoes.
3. Determine your interest in the work performed by a personal attendant.

LEARNING ACTIVITIES

1. Read Information Sheet on "Polishing Shoes."
2. Polish a pair of shoes.
3. Do Activity Sheet: Personal Attendant Duties Scramble.
4. Complete Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Polishing a pair of shoes.
2. Completing Personal Attendant Scramble.
3. Completing Student Attitude Sheet.

INFORMATION SHEET

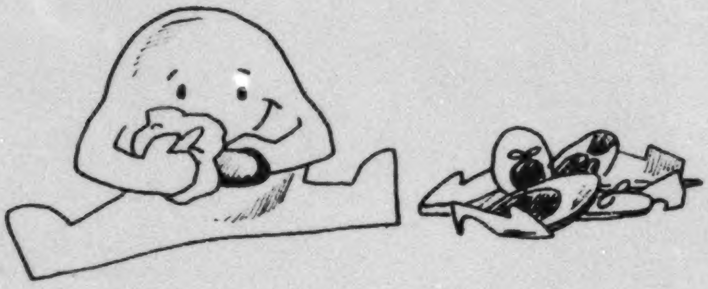
How To Polish Shoes

Equipment needed:

Appropriate color polish and applicator
Brush
Shine cloth

Procedure:

1. Clean dirt and mud from shoes.
2. Apply even, thin, coat of polish.
3. Rub with cloth to produce a shine.
4. Buff with shoe polishing brush.



PERSONAL ATTENDANT DUTIES SCRAMBLE

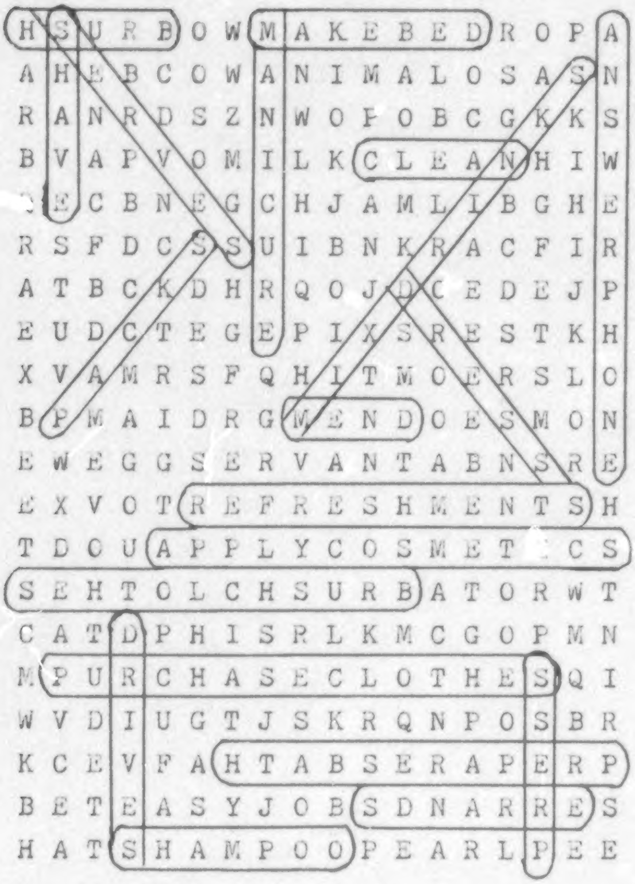
H	S	U	R	B	O	W	M	A	K	E	B	E	D	R	O	P	A
A	H	E	B	C	O	W	A	N	I	M	A	L	O	S	A	S	N
R	A	N	R	E	S	Z	N	W	O	P	O	B	C	G	K	K	S
B	V	A	P	V	O	M	I	L	K	C	L	E	A	N	H	J	W
Q	E	C	B	N	E	G	C	H	J	A	M	L	I	B	G	H	E
R	S	F	D	C	S	S	U	I	B	N	K	R	A	C	F	I	R
A	T	B	C	K	D	H	R	Q	O	J	D	O	E	D	E	J	P
E	U	D	C	T	E	G	E	P	I	X	S	R	E	S	T	K	H
X	V	A	M	R	S	F	Q	H	I	T	M	O	E	R	S	L	O
B	P	M	A	I	D	R	G	M	E	N	D	O	E	S	M	O	N
E	W	E	G	G	S	E	R	V	A	N	T	A	B	N	S	R	E
E	X	V	O	T	R	E	F	R	E	S	H	M	E	N	T	S	H
T	D	O	U	A	P	P	L	Y	C	O	S	M	E	T	I	C	S
S	E	H	T	O	L	C	H	S	U	R	B	A	T	O	R	W	T
C	A	T	D	P	H	I	S	R	L	K	M	C	G	O	P	M	N
M	P	U	R	C	H	A	S	E	C	L	O	T	H	E	S	Q	I
W	V	D	I	U	G	T	J	S	K	R	Q	N	P	O	S	B	R
K	C	E	V	F	A	H	T	A	B	S	E	R	A	P	E	R	P
B	E	T	E	A	S	Y	J	O	B	S	D	N	A	R	R	E	S
H	A	T	S	H	A	M	P	O	O	P	E	A	R	L	P	E	E

Listed below are a few of the duties a personal attendant performs. See how many you can find in the word scramble.

Refreshments
Brush Clothes
Clean
Press
Mend
Dress
Packs (for travel)
Answer Phone
Drives
Errands

Shampoo
Shave
Manicure
Massage
Apply Cosmetics
Mix Drinks
Serves
Makes Bed
Prepares Bath
Purchase Clothes

PERSONAL ATTENDANT DUTIES SCRAMBLE - KEY



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H S U R B O W M A K E B E D R O P A
A H E B C O W A N I M A L O S A S N
R A N R D S Z N W O F O B C G K K S
B V A P V O M I L K C L E A N H I W
C E C B N E G C H J A M L I B G H E
R S F D C S S U I B N K R A C F I R
A T B C K D H R Q O J D C E D E J P
E U D C T E G E P I X S R E S T K H
X V A M R S F Q H I T M O E R S L O
B P M A I D R G M E N D O E S M O N
E W E G G S E R V A N T A B N S R E
E X V O T R E F R E S H M E N T S H
T D O U A P P L Y C O S M E T I C S
S E H T O L C H S U R B A T O R W T
C A T D P H I S R L K M C G O P M N
M P U R C H A S E C L O T H E S Q I
W V D I U G T J S K R Q N P O S B R
K C E V F A H T A B S E R A P E R P
B E T E A S Y J O B S D N A R R E S
H A T S H A M P O O P E A R L P E E
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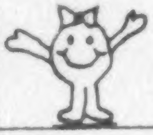
Name ______________________________

Occupational Cluster Personal Service - Personal Attendant

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading Information Sheet					
Polishing Shoes					
Duties of a Personal Attendant Scramble					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Shoe Repairer DOT CODE: 365.361-014

DUTIES: Shoe repairers remove worn soles and heels and prepare shoes for new soles and heels. In preparing the shoes, they brush cement on shoe and part and pound to attach pieces. Nails are driven around the sole or heel, stitched or stapled to securely attach pieces. It is then trimmed to shape of shoe by using a knife. The repairer then smooths edges and stains new part to match original shoe, polishes and buffs the new part, and nails heel and toe cleats where wear is greatest. S/he may mend broken straps, replace insoles, stitch or patch rips and tears in seams, and/or stretch shoes to make them larger. Shoe repairers may build up shoes following directions from an orthopedic doctor; and repair other products made from leather, canvas, plastic, or rubber. They usually greet customers, quote prices, receive articles, and collect payment for repairs. In addition to this, they may sell laces, polish, or other related items. When the business has fewer or no customers, they order and arrange supplies needed to operate the business and keep business records.

WHERE EMPLOYED: Applicants should apply at small or large shoe repair shops. They also may be self employed.

EMPLOYMENT OUTLOOK: The demand for skilled repair workers should continue because of an increased population needing shoes, particularly in colder months.

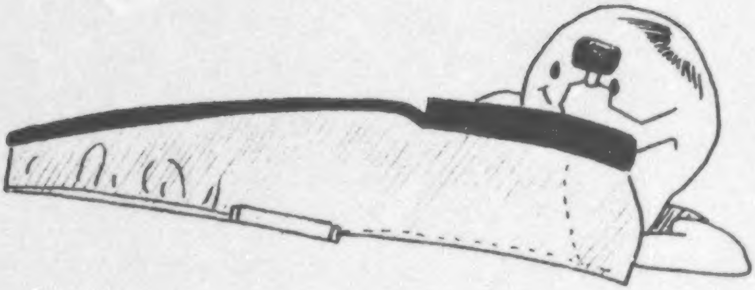
EDUCATION AND TRAINING: No specific amount of education is required. On-the-job training through an apprenticeship is the best way to become skilled in this occupation. Apprenticeships are one-to-three years in length.

SPECIAL QUALIFICATIONS: These workers should enjoy working with their hands and take pride in their work. They should have patience and possess the qualities of a good business person. They should be able to accept responsibility and pay close attention to detail. Sometimes short arithmetic problems need to be completed quickly and accurately. These workers must be able to follow written and spoken directions and work with different kinds of material.

Ability to get along with people is necessary. Shoe repairers should be courteous, cheerful, tactful, honest, neat, and orderly. A willingness to serve customers promptly should be obvious.

EARNINGS AND ADDITIONAL BENEFITS: Income for a shoe repairer is determined by his/her own initiative and by the size and location of the shop. Workers usually have vacations and holidays with pay. Self-employed repairers must provide their own benefits.

WORKING CONDITIONS AND LIFESTYLES: Shoe repairers can expect to work at least 40 hours or more, five or six days a week. The busiest seasons are spring and fall. These workers should be able to work easily and quickly with their hands, have good eye-hand coordination, and physical stamina to stand most of the day. The work is done indoors; however, it may be crowded and noisy. Proper ventilation and lighting vary from shop to shop from good to bad. Shoe repairers must be able to tolerate strong odors from cement, dyes, and/or stains. Because some of this work may soil the hands and clothing, an apron or smock should be worn to protect clothing.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Attendant Services

REPRESENTATIVE JOB TITLES:

Shoe Repairer	365.361-014
Shoe Repairer Helper	365.674-010
Shoe Shiner	366.677-010

OCCUPATIONAL TASK: Making shoe repairs

OCCUPATIONAL COMPETENCY: Identifying shoe parts that can be repaired, replaced, or altered

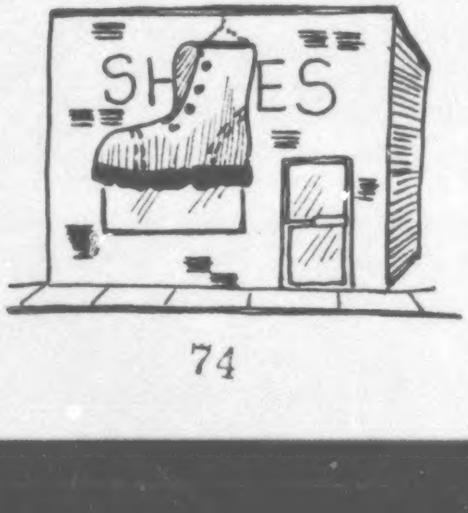
RESOURCES and/or MATERIALS

1. Copies of Worksheet #1, Discovering Your Feet
2. Copies of Worksheet #2, Tearing Apart A Shoe
3. Worn-out shoes
4. Copies of Worksheet #3, Identifying Parts of A Shoe
5. Copies of Worksheet #4, Visiting A Shoe Repair Shop
6. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Be better informed about the structure of your feet.
2. Become more familiar with the way shoes are manufactured.
3. Determine whether you like this type of work.



LEARNING ACTIVITIES

1. Discover some interesting facts about the foot by completing Worksheet #1, Discovering Your Feet.
2. Answer the questions on Worksheet #2 as you tear apart an old shoe.
3. Identify the parts of a shoe a shoe repairer may be asked to repair or replace by labeling the drawing on Worksheet #3.
4. Visit, if possible, a local shoe repair shop during working hours. Interview the shoe repairer there using the questions on Worksheet #5.
5. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing Worksheets #1, #2, and #3.
2. Completing the Student Attitude Sheet.

WORKSHEET #1

Discovering Your Feet

A successful shoe repairer is aware that the foot is a complex part of the body. Many have described the foot as an "anatomical wonder," that means it's hard to understand how something so small can support an individual's weight and keep it balanced while walking or running.

Use these words and numbers to fill in the following statements to learn some surprising facts about feet and how to avoid foot problems.

80-90
corns
107
1 3/4
breaking in
podiatrist
26
4
exercise
20
afternoon
calluses
Epsom
pedicure
65-80,000
1/2
larger
ingrown

One fourth of all bones in the body are in the feet. A total of ______(1)______ bones, ______(2)______ ligaments, and ______(3)______ muscles all work together so the feet can do their job. Although most people take their feet for granted, the feet will carry their owner some ______(4)______ miles in their lifetime.

Most foot problems can be prevented with proper foot care and by choosing shoes wisely. However, some ______(5)______ % of all American adults still suffer from minor foot ailments. Women have ______(6)______ times as much foot trouble as do men. This is largely due to the wearing of high-heeled shoes. Shoes with heels ______(7)______ inches or higher put the foot at an unnatural angle which leads to many problems if they are worn for long periods of time.

The most common foot problems are ______(8)______ and ______(9)______. These result from friction and pressure from shoes. Corns are usually found on the tops of the toes while calluses cover a larger area such as the balls and heels of the feet. Proper fitting hose can prevent both of these problems. For serious foot problems, see a ______(10)______, a foot specialist.

Select shoes in the ______(11)______ when feet are at their largest. Both feet should be measured, while standing, because one foot is generally ______(12)______ than the other. The toe of the shoe should be ______(13)______ inch longer than the foot. Shoes should be comfortable when purchased; there is no such thing as "______(14)______" a pair of shoes. Rotate your shoes to allow them to dry of perspiration between wearings.

Walking barefoot on uneven ground is the best ____(15)____ for feet. Our ancestors had few foot problems suggesting shoes contribute to most foot problems. A refreshing foot soak can be made by dissolving ____(16)____ salts in warm water. Follow it with a splash of cold water, dry feet, and then dust with powder. Avoid ____(17)____ toenails by clipping nails straight across. Give yourself a complete ____(18)____ at least every other week.

WORKSHEET #1 - ANSWER KEY

1. 26
2. 107
3. 19
4. 65-80,000
5. 80-90
6. 4
7. 1 3/4
8. corns
9. calluses
10. podiatrist
11. afternoon
12. larger
13. 1/2
14. breaking in
15. exercise
16. Epsom
17. ingrown
18. pedicure

WORKSHEET #2

Tearing Apart A Shoe

Ask your mother or father for an old pair of shoes they plan to throw away.

Complete this checklist and answer the questions as you tear apart the shoe to get an idea of how it was constructed:

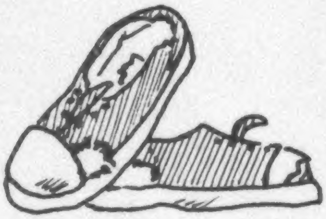
REMEMBER: If using a knife, always cut away from your body. Do not "horseplay" with the knife. Work in an area away from others. Be careful at all times.

PART I - DESCRIPTION

Describe the shoe you are working with:

Style -
Color
Man's, woman's or child's -
High or low heel -
Material made of -
Probably used for dress up - work - sports - casual -
Probably worn often - very rarely - occasionally -
Using right - or left shoe -

PART II - CONDITION



Where is the greatest wear:

HEEL:
- on the inner side?
- on the outer side?
- on the back?

SOLE:
- along the inner edge?
- along the outer edge?
- across the widest part?
- at the toe?

INSIDE:
- is there an imprint of the toes on the insole?
- is there an imprint of the heel on the insole?

UPPERS:
- do the uppers bulge in any area from the shape of the foot?
- if yes, where?

DAMAGE:
- describe any damage present -

In your opinion, could these shoes be repaired and be usable? __________
What repairs would be needed? ________________________

PART III - CONSTRUCTION TECHNIQUES

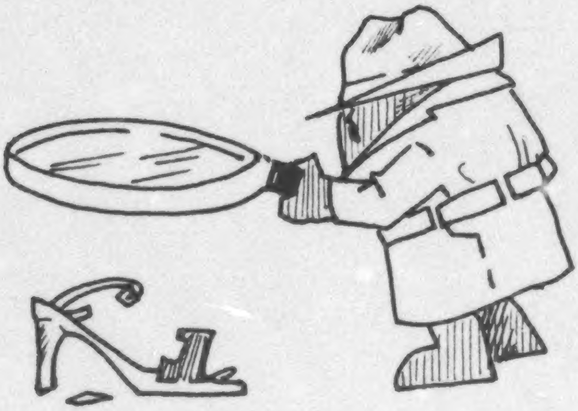
How is the sole attached to the shoe?
How is the heel attached to the shoe?
What holds the shoe to the foot?
How is the insole attached to the shoe?
Is there a pad under the insole? Where?

Describe other interesting discoveries you made.

Did you enjoy trying to discover the shoes' hidden secrets?

Were you skillful in the use of the knife?

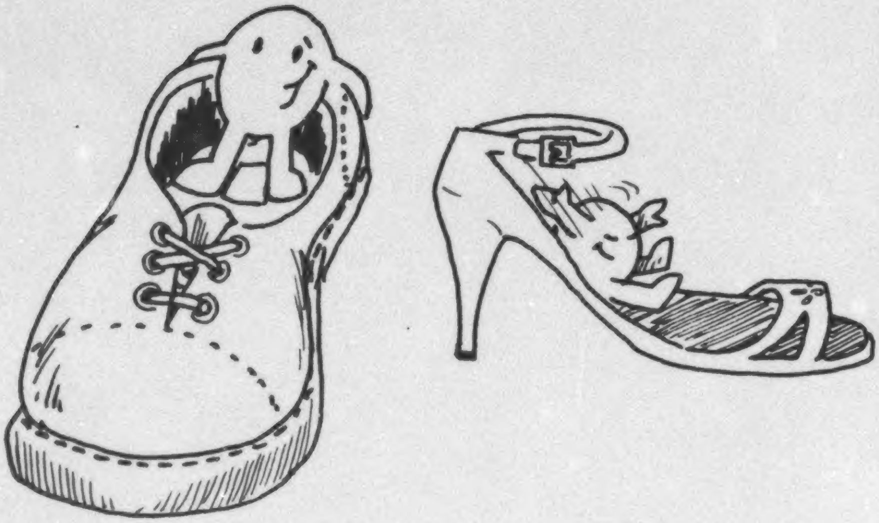
A skilled shoe repairer can describe the unique foot shape and personal walking habits of an individual by looking at the worn shoe. The age of the shoe and what kind of care is given the shoe and feet can also be determined. In some cases, a shoe repairer might suggest seeing a foot specialist if a worn shoe indicates a need for a thorough examination. Remember, a shoe repairer can't prescribe adjustments - only a DOCTOR can - but he sure can learn an awful lot about a person just by examining their shoes!



WORKSHEET #3

Identifying Parts of A Shoe

Identify the parts of a shoe that a shoe repairer may be called upon to repair or replace:



WORKSHEET #3 - ANSWER KEY

Did you remember to label the:

tongue

heel

sole

stitching

laces

eyelets

uppers

insoles

lining

buckles

straps

arch supports

WORKSHEET #4

Visiting A Shoe Repair Shop

The best way to get acquainted with the work of a shoe repairer is to VISIT a shop during working hours.

Visit a local shop and interview the workers there. Observe them at their work.

Find out the answers to these questions and others you might have:

How old is this particular business?

How many people are employed here?

How did they receive their training?

How long does it take to learn the trade well?

What are the work hours here?

What is the rate of pay?

What local areas are served by this business?

What services are available to customers?

Who receives items for repair?

Who accepts payment for services?

What are your busiest times?

What is the most common service asked for by customers?

What has been your most unusual request by a customer?

What equipment is used for repairs?

What is the equipment's approximate cost?

Who repairs broken equipment?

Where do materials for repairs come from? To what extent are materials ready for use?

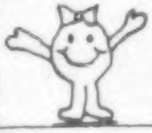
Your questions?

Name ______________________________

Occupational Cluster Personal Service - Shoe Repairer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading facts about feet					
Labeling diagrams					
Tearing apart a shoe					
Identifying shoe parts					
Visiting a shoe repair shop					
Interviewing a shoe repairer					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

CAREER INFORMATION SHEET

JOB TITLE: Shoe Shiner   DOT CODE: 366.677-010

DUTIES: Shoe shiners clean and polish footwear for customers. They remove surface dirt, remove grime and old polish or wax from footwear, apply polish by hand, and polish shoes using brushes and cloths. Shoe shiners may dye or tint footwear, brush lint from patrons' clothing using whisk brooms, and assist customers with their wraps. Some shoe shiners sweep and mop floors, dust and polish furnishings, and wash windows.

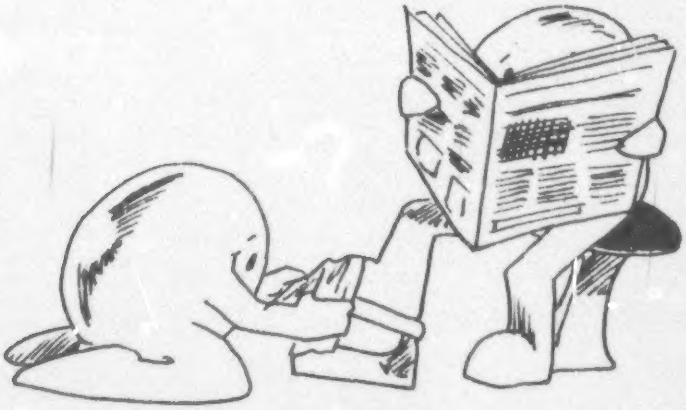
WHERE EMPLOYED: Shoe shiners are employed by large hotels, resorts, shoe repairers, barber shops, airports, and railroad stations in large cities. Some shoe shiners are self employed.

EMPLOYMENT OUTLOOK: Employment of shoe shiners is expected to remain about the same through the 1980's. Openings will result from the need to replace workers who die, retire, or transfer to other occupations. Some new openings will occur in country clubs and resorts.

EDUCATION AND TRAINING: There are no educational requirements for this type of work. However, a high school education may increase the opportunities for advancement.

SPECIAL QUALIFICATIONS: A person interested in a career as a shoe shiner should possess good communication skills and manual dexterity. It is essential that a shoe shiner be physically able to stand and bend over for long periods of time.

EARNINGS AND ADDITIONAL BENEFITS:	Wages of shoe shiners vary with the area of the country and with the place of employment. A beginning shoe shiner may earn the minimum wage. Earnings increase as the shoe shiner gains more skill. Some experienced shiners earn in excess of $10,000 per year. In addition to regular earnings, shoe shiners also receive tips from their customers.
WORKING CONDITIONS AND LIFESTYLES:	Work is performed in public places or in the shoe shiner's own shop. Working conditions are usually pleasant and the work is relatively safe. A shoe shiner may work 40 hours or more a week. Evening and weekend work may be required. Self-employed workers may supervise other shoe shiners.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Attendant Services

REPRESENTATIVE JOB TITLES:

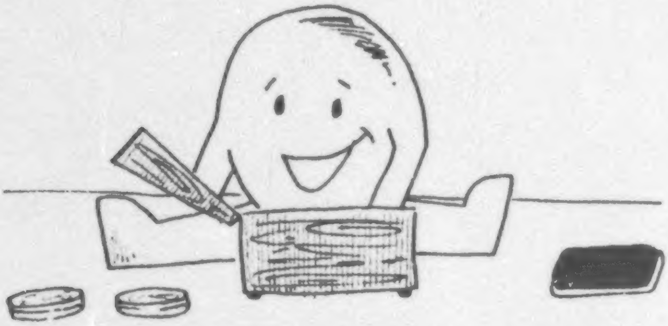
Shoe Shiner	366.677-010
Shoe Repairer	365.361-014
Shoe-Repairer Helper	365.674-010

OCCUPATIONAL TASK. Preparing to shine shoes

OCCUPATIONAL COMPETENCY: Organizing a shoe shining kit

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Record: "Chattanooga Shoe Shine Boy" (optional)
3. Various colors of shoe polishes
4. Clean cloths
5. Student Attitude Sheets



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Plan a shoe shining kit which will be adequate to serve a variety of people.
2. Assess your interest in this type of work.

LEARNING ACTIVITIES

1. Read Career Information Sheet.
2. Compile a list of the shoes worn by two other persons at your home. Include the color of the shoes and the kind of fabric from which each pair of shoes was made.
3. Take an inventory of the different kinds of material and colors of shoes being worn by students present in class today. Calculate according to color those shoes that could be shoe shined.
4. On an 8½ x 11 inch paper design a container for housing shoe shining supplies.
5. Identify three places in your community where you feel profitable shoe shining businesses may be established. Give justification for your selection of places.

EVALUATION PROCEDURES

Your evaluation will consist of:

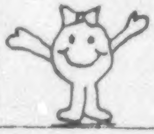
1. Reading Career Information Sheet.
2. Compiling a list of shoes worn by persons in your home.
3. Completing a design of a shoe shine container.
4. Completing an inventory of class members' shoes.
5. Identifying three places where shoe shiners may provide a profitable service.
6. Completing the Student Attitude Sheet.

Name ______________________________

Occupational Cluster Personal Service - Shoe Shiner

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading Career Information Sheet					
Inventorying a variety of shoes according to different materials and colors					
Designing a container for shoe shining supplies					
Identifying places for profitable shoe shining businesses					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

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CAREER INFORMATION SHEET

JOB TITLE: Wedding Consultant **DOT CODE:** 299.357-018

DUTIES: Wedding consultants mail promotional material to prospective brides offering their services. They assist brides and their mothers in preparing and following a budget, recommend appropriate clothing for members of the wedding party, give advice on the selection of invitations and other stationery, help brides select silverware, china, glassware, and linens, and may even maintain a gift register to avoid duplicate wedding gifts. It is most helpful for them to serve their clients in suggesting or arranging for the services of caterers, florists, musicians, and/or photographers. Usually the wedding consultant attends rehearsals and ceremonies to aid members of the wedding party and to answer any questions. At the place of business, they display and sell wedding clothing, accessories, or gifts. Certainly part of their duty is to keep accurate records of all business expenses and receipts.

WHERE EMPLOYED: Wedding consultants may be self-employed or employed by department stores or specialty shops.

EMPLOYMENT OUTLOOK: Many opportunities are available as traditional weddings are becoming more popular.

EDUCATION AND TRAINING: No special education is required. Experience in planning amounts of food and beverage needed for various size groups is helpful. The wedding consultant should have artistic ability in combining colors, fabrics, and table settings.

SPECIAL QUALIFICATIONS:

Persons serving as wedding consultants should be confident in roles of advisors but flexible enough to meet the needs of clients. To be more successful, it may be necessary to be a good organizer of both time and money. It is an asset to be creative, self-disciplined, and conscientious. These workers need to be enthusiastic yet level-headed. They should also know and practice with ease rules of social etiquette. Many times these people must work well under pressure while remaining calm. They need to have a car and be able to drive. A pleasant telephone voice and ability to type are also necessities.

Wedding consultants must be able to separate details of one wedding from another. They must have talent for coordinating all aspects of a wedding, clothing, refreshments, and decorations. Because they interact with so many people, they should have poise, tact, and be gracious.

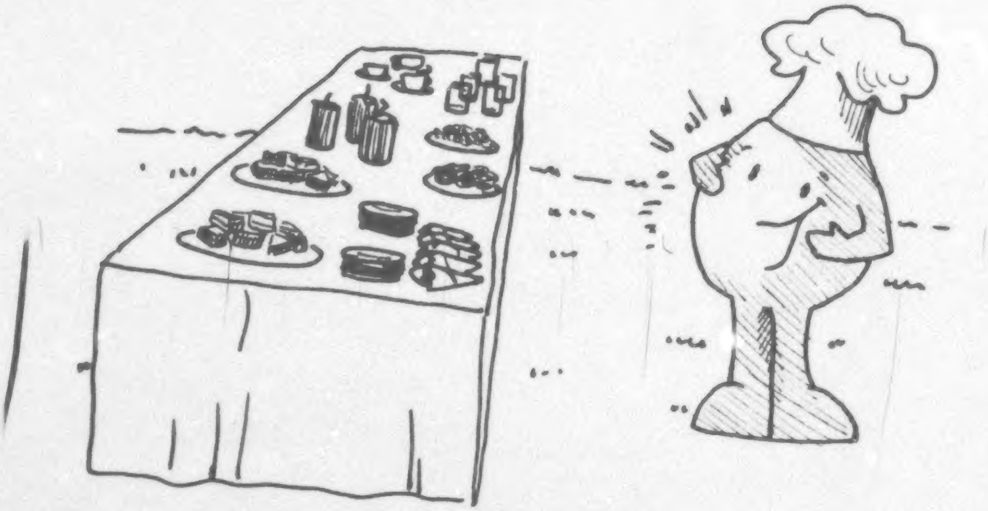
EARNINGS AND ADDITIONAL BENEFITS:

The location, size, and wealth of the community as well as local social customs are factors which determine the extent to which services are needed. Consultants in large stores earn considerably more than those just starting their own business or those serving small, less socially inclined communities. Through personal initiative, consultants can increase earnings by gaining a reputation of reliability, helpfulness, and service. Bonuses, time off, or longer vacations may be benefits of doing large weddings.

WORKING CONDITIONS AND LIFESTYLES:

Wedding schedules are arranged to suit clients. Weekends and evenings are often busy times. Those who work essentially as salespersons usually work 40 hours a week.

These people may work from their own home or be employed by a store. Usually the surroundings are pleasant and the atmosphere is one of joy and excitement. Items in these surroundings may be quite expensive.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Attendant Services

REPRESENTATIVE JOB TITLES: Wedding Consultant 299.357-018

OCCUPATIONAL TASK: Assisting brides with their wedding arrangements

OCCUPATIONAL COMPETENCY: Identifying proper clothing, table arrangements, and other professional services needed for a wedding

RESOURCES and/or MATERIALS

1. Copies of Worksheet #1
2. Copies of Worksheet #2
3. Copies of Worksheet #3
4. Copies of Worksheet #4
5. Copies of Worksheet #5
6. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand the services provided by a bridal shop.
2. Choose more intelligently appropriate place settings for various dining occasions.
3. Discuss major activities to be included in planning a wedding reception.

LEARNING ACTIVITIES

1. Select wedding clothing for two very different types of weddings. Complete Worksheet #1.
2. Using magazine pictures, select appropriate place settings for various dining occasions. Complete Worksheet #2.
3. Identify local professionals who provide the services listed on Worksheet #3.
4. Visit a local bridal shop that employs a wedding consultant. Complete Worksheet #4.
5. Plan a wedding reception with a classmate "client." Complete Worksheet #5.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing Worksheets #1, #2, #3, #4, and #5.
2. Teacher observation of students.
3. Completing Student Attitude Sheet.

WORKSHEET #1

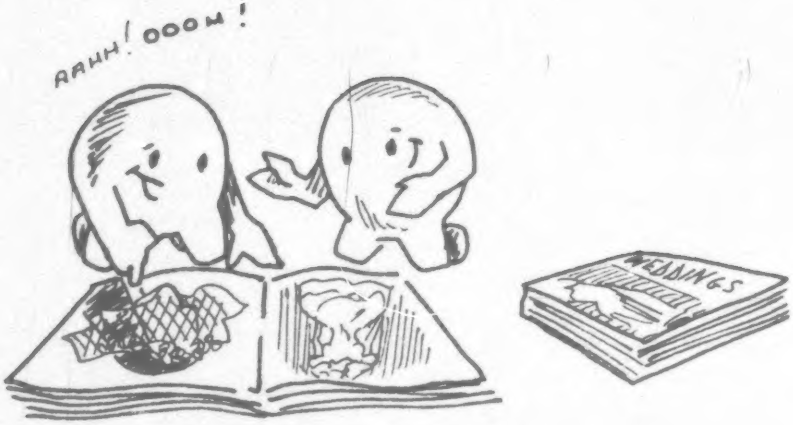
Using bridal magazines borrowed from the school library or several pattern company books, study current styles of bridal fashions.

After becoming familiar with the wide number of choices available, choose clothing for two very different types of weddings.

Describe the size, setting, and formality of each as well as the clothing to be worn.

OR select two classmates and allow them to plan their wedding party clothing. As the wedding consultant, offer your advice as needed.

List below the decisions your clients had to make:



WORKSHEET #2

Using catalogs and magazines that can be cut up, test your talent for combining china, glassware, linen, and silver patterns.

In the space below, glue a place setting suitable for:

1. Casual dining -

2. Formal entertaining -

3. Any occasion -

Using catalogs or by visiting a store, list below basic kinds of china, glassware, linen, and silverware that are available:

WORKSHEET #3

Often a wedding consultant must recommend the services of other professionals.

Using your local phone book, list persons offering the following services in your area:

Wedding Invitations -

Wedding Clothing -

Halls Available for Receptions -

Music -

Catering Services -

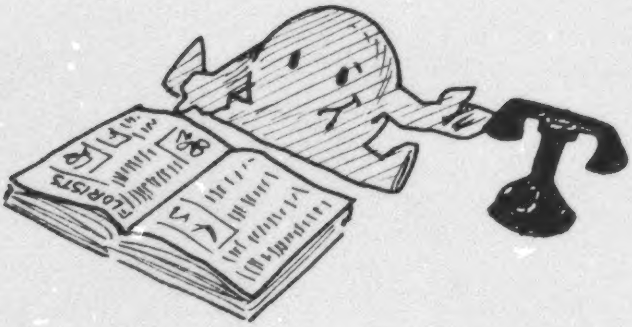
Wedding Photographs -

Wedding Cakes -

Flowers -

China, linen, silver, and glassware -

OTHER -



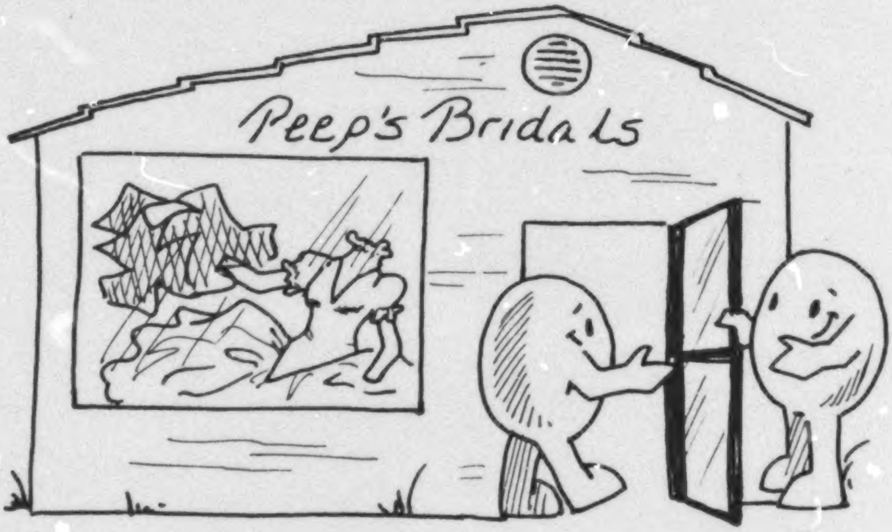
WORKSHEET #4

Visit a local bridal shop or fine china store that employs a wedding consultant.

Discuss with him/her their responsibilities.

Using Worksheet #3 as a guide and the assistance of the wedding consultant, plan a budget for a low, medium, and expensive wedding.

Compare differences and similarities in the three budgets.



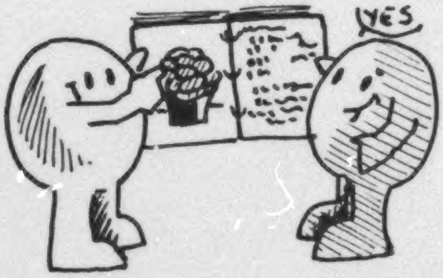
WORKSHEET #5

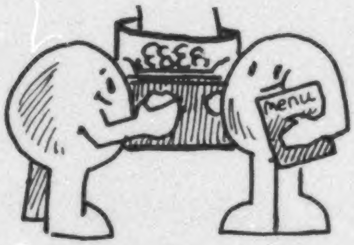
Select a classmate who will agree to be your "client." Together plan food and beverages for a wedding reception of 75 people.

Write the menu below:

Using food and cookbooks from the home economics department, calculate what supplies are needed and in what amounts:

How much will such a reception cost?



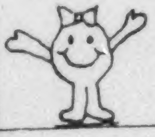


Name ____________________

Occupational Cluster Personal Service - Wedding Consultant

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Choosing wedding clothing					
Coordinating place settings					
Identifying local professionals					
Visiting a bridal shop					
Planning budgets					
Planning a reception					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

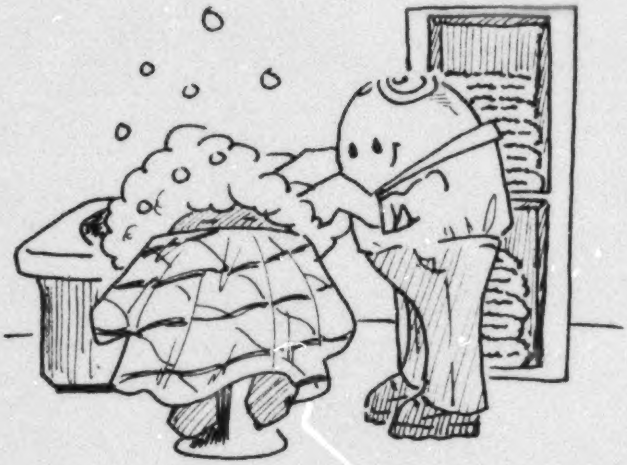
CAREER INFORMATION SHEET

JOB TITLE: Barber DOT CODE: 330.371-010

DUTIES:	Barbers cut and style hair to suit each customer and may color or straighten hair and fit hair pieces. Most barbers offer hair and scalp treatments, shaves, facial massages, and shampoos. They must keep their scissors, combs, and other instruments sterilized and in good condition. They clean their work areas and may sweep the shop as well.
WHERE EMPLOYED:	Almost all cities and towns have barbershops, but most employment opportunities are concentrated in the more populous cities and states. More than half of all barbers operate their own businesses.
EMPLOYMENT OUTLOOK:	Although little change is expected in the level of employment, several thousand job openings for barbers will occur each year because of the need to replace workers who retire, die, or transfer to other kinds of work. Barbers who specialize in hairstyling are likely to be more successful than those who offer only conventional services.
EDUCATION AND TRAINING:	All states require barbers to be licensed, but guidelines for licensing vary from one state to another. Generally a person must be a graduate of a state-approved barber school and be at least 16 years of age (18 in some states).
SPECIAL QUALIFICATIONS:	Dealing with customers requires patience and a better than average disposition. Good health and stamina are also important because barbers

stand a great deal and work with both hands at shoulder level, a position that can be tiring.

EARNINGS AND ADDITIONAL BENEFITS:	Barbers receive income from commissions or wages and tips. Weekly earnings of experienced barbers (including tips) average between $200-$250. Earnings depend on the size and location of the shop, customers' tipping habits, competition from other barbershops, and the barber's ability to attract and hold regular customers.
WORKING CONDITIONS AND LIFESTYLES:	Most full-time barbers work more than 40 hours a week and a work week of over 50 hours is not uncommon. Saturdays and lunch periods are usually busy periods. Since the work is done inside, the shop is usually very well lighted and ventilated.



SERVICE OCCUPATION

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Barber and Beauty Services

REPRESENTATIVE JOB TITLES:	Barber	330.371-010
	Hair Stylist	332.271-018

OCCUPATIONAL TASK: Exploring the occupation of barber

OCCUPATIONAL COMPETENCY: Identifying terms commonly used by barbers

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Word Search Puzzle
3. Pen or pencil
4. Student Attitude Sheet

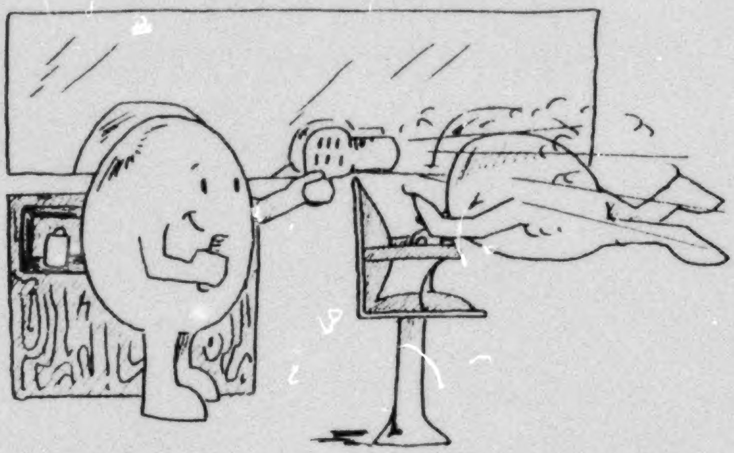
LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand the various job duties of a barber.
2. Determine if you would enjoy this type of work.
3. Recognize terms commonly used by barbers.

LEARNING ACTIVITIES

1. Read the Career Information Sheet for barber.
2. Identify items associated with a barber by completing the Word Search Puzzle on the next page.
3. Complete the Student Attitude Sheet.



EVALUATION PROCEDURES

Your evaluation will consist of:

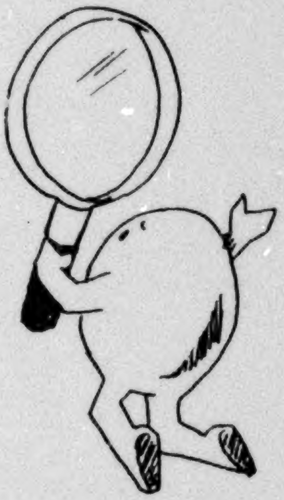
1. Completing the Word Search Puzzle.
2. Completing the Student Attitude Sheet.

Peep's
House of Style

WORD SEARCH PUZZLE

There are at least 26 items that are associated with a barber hidden in the following puzzle. Circle each item listed below as you locate it in the puzzle.

S	E	A	B	A	R	B	E	R	O	L	H	Q	E
H	I	T	T	M	I	Z	Q	A	P	L	A	C	S
A	F	S	P	W	N	U	V	Z	O	E	I	O	N
M	A	U	S	T	S	E	A	O	F	H	R	M	E
P	C	A	T	O	E	D	U	R	L	C	P	B	C
O	I	X	C	U	P	U	R	A	T	A	I	L	I
O	A	F	T	E	R	S	H	A	V	E	E	U	L
M	L	N	B	A	C	U	L	O	E	L	C	E	F
C	I	N	O	T	U	C	W	O	L	B	E	H	F
C	O	N	D	I	T	I	O	N	E	R	U	C	U
U	R	U	I	N	I	K	I	T	S	U	P	A	R
T	O	I	L	S	N	A	P	O	H	S	U	T	D
A	L	E	W	O	T	U	R	N	A	H	I	S	N
P	O	D	P	E	A	U	L	E	V	A	S	U	A
I	C	T	N	E	N	A	M	R	E	P	O	M	D



- barber
- shampoo
- cut
- shave
- talc
- blow cut
- rinse
- towel
- conditioner
- razor
- after shave
- tonic
- permanent
- hairpiece
- color
- tint
- bleach
- comb
- brush
- dandruff
- shop
- scalp
- facial
- beard
- mustache
- license

WORD SEARCH PUZZLE - ANSWER KEY

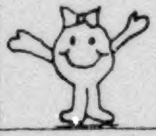
S	E	A	B	A	R	B	E	R	O	L	H	Q	E
H	I	T	T	M	I	Z	Q	A	P	L	A	C	S
A	F	S	P	W	N	U	V	Z	O	E	I	O	N
M	A	U	S	T	S	E	A	O	F	H	R	M	E
P	C	A	T	O	E	D	U	R	L	C	P	B	C
O	I	X	C	U	P	U	R	A	T	A	I	L	I
O	A	F	T	E	R	S	H	A	V	E	E	U	L
M	L	N	B	A	C	U	L	O	E	L	C	E	F
C	I	N	O	T	U	C	W	O	L	B	E	H	F
C	O	N	D	I	T	I	O	N	E	R	U	C	U
U	R	U	I	N	I	K	I	T	S	U	P	A	R
T	O	I	L	S	N	A	P	O	H	S	E	T	D
A	L	E	W	O	T	U	R	N	A	H	I	S	N
P	O	D	P	E	A	U	L	E	V	A	S	U	A
I	C	T	N	E	N	A	M	R	E	P	O	M	D

Name ______________________________

Occupational Cluster Personal Service - Barber

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading Career Information Sheet					
Completing Word Search Puzzle					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Cosmetologist

DOT CODE: 332.271-010

DUTIES:

Cosmetologists provide beauty services for customers. They analyze hair to determine condition of hair; apply bleach, dye, or tint using applicators or brushes; shampoo hair and scalp; and rinse hair with prepared rinses. Cosmetologists style hair by blowing, cutting, trimming, and tapering using clippers, scissors, razors, and blow dryers. They suggest hair styles according to physical features of patrons and current styles. Cosmetologists perform other beauty services such as massaging skin; removing unwanted hair; and cleaning, shaping, and polishing fingernails and toenails.

WHERE EMPLOYED:

Cosmetologists are employed in beauty salons, "unisex" shops, barber-styling shops, department stores, hospitals, hotels, and personal businesses. All cities and towns have beauty salons, but employment is concentrated in the most populous cities and states.

EMPLOYMENT OUTLOOK:

Employment of cosmetologists is expected to grow about as fast as the average for all occupations through the 1980's. A demand has been created due to the hairstyling trends for men.

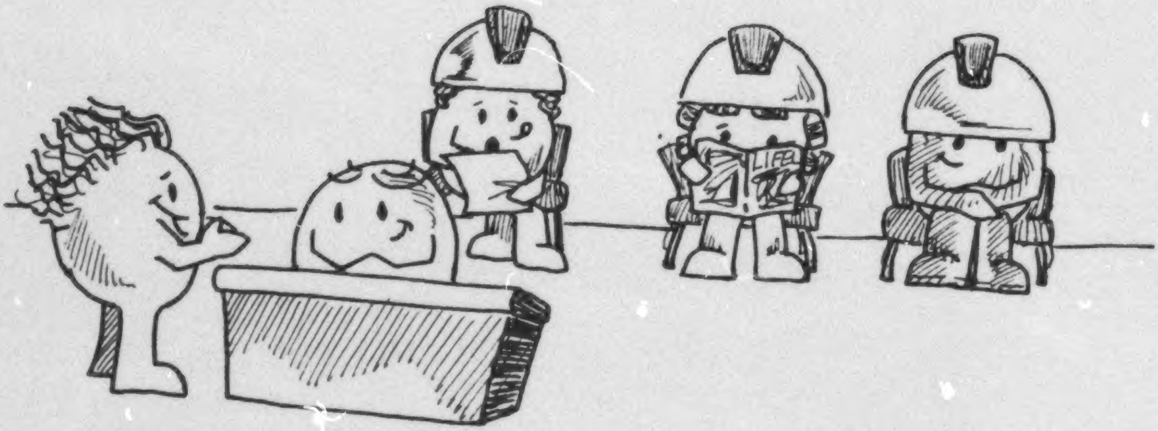
In addition to openings due to growth in the demand for cosmetologists, thousands of cosmetologists will be needed each year to replace those who retire or leave the occupation for various reasons.

EDUCATION AND TRAINING: Although all states require cosmetologists to be licensed, the qualifications vary. Generally, a person must have graduated from a state-approved cosmetology school, pass a physical examination, and be at least 16 years of age. Some states require that cosmetologists be high school graduates. Training includes classroom study, demonstrations, and practical work. A written test and a practical test in which applicants demonstrate their ability to provide the required services are included in a state examination for a license. In some states an oral exam, which requires explanation of procedures being used during the practical test, may also be included.

SPECIAL QUALIFICATIONS: Cosmetologists must have finger dexterity, a sense of form and artistry, and enjoy working with people. They should be willing to learn new techniques as styles and trends change. Business skills are important for those who plan to operate their own salons.

EARNINGS AND ADDITIONAL BENEFITS: Income is received as a percentage of the money taken in or as a straight salary and tips. Earnings depend on the size and location of the shop, patrons' tipping habits, competition from other salons, and the individual cosmetologist's ability to attract and hold regular customers. They receive group life and health insurance. Most employers provide at least one week's annual vacation with pay after a year's service.

WORKING CONDITIONS AND LIFESTYLES: Cosmetologists usually work in clean, pleasant surroundings. They must be on their feet for hours at a time and work with their hands at shoulder level. Many full-time cosmetologists work more than 40 hours a week, including evenings and Saturdays.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Barber and Beauty Services

REPRESENTATIVE JOB TITLES:	Cosmetologist	332.271-010
	Beautician	332.271-010
	Hair Stylist	332.271-018

OCCUPATIONAL TASK: Exploring hair care

OCCUPATIONAL COMPETENCY: Identifying hair care products and factors influencing their purchase

RESOURCES and/or MATERIALS

1. Worksheet A
2. Worksheet B
3. Worksheet C
4. Worksheet D - Optional
5. Worksheet E - Optional

If you would like additional information, you may consult:

1. Occupational Outlook Handbook
2. Dictionary of Occupational Titles
3. National Hairdressers and Cosmetologists Association
   3510 Olive Street, St. Louis, MO 63103

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Become familiar with the work of a cosmetologist.
2. Determine your interests in this type of work.

LEARNING ACTIVITIES

1. After reading the information found on Worksheet A, label the skin and hair cross-sections.
2. Using hair samples from yourself and classmates, examine the hair under a microscope.
3. Interview a classmate to identify his/her hair history using the questions on Worksheet C.

OPTIONAL ACTIVITIES

4. Survey two local stores to determine the availability of hair care products, gadgets, and equipment listed on Worksheet D.
5. Rank the factors on Worksheet E in the order of their influence on your decisions to purchase hair care products.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Reading and completing Worksheet A.
2. Examining hair under microscope.
3. Interviewing a classmate to identify his/her hair history.

WORKSHEET A

A cosmetologist must study the anatomy of the skin and hair in order to evaluate the condition of a patron's hair.

Read the following to understand basic characteristics of hair and then label the illustrations.

Everyone's hair has the same basic characteristics regardless of sex, race, or age. Hair is made of a protein substance called **KERATIN**. It contains no nerves or blood vessels; therefore, it does not hurt when it is cut and it doesn't bleed when it is broken. The visible part of the hair is called the hair **SHAFT**. It extends above the surface of the skin. The ROOT is invisible and grows below the skin surface. As hair grows, that part that was the root becomes the shaft. That means the newest part of the hair is that which is closest to the skin or scalp.

Hair grows from small openings in the skin called hair **FOLLICLES**. These openings can be found on the entire surface of the skin with the exceptions of the palms of the hands and the soles of the feet. The shape of the follicle determines the cross-section of the hair shaft. This is what is responsible for the natural shape of the hair; be it straight, curly, wavy, kinky, or fuzzy.

The hair shaft has three major layers. The **CUTICLE** is the outer covering of the hair shaft. It is a series of overlapping cells which protect the hair. When healthy it is smooth, reflects light, and makes the hair shine. The **CORTEX** is a bundle of fibers containing **MELANIN**, a pigment which determines the hair's color. When exposed due to damaged cuticles, this layer frays and causes split ends. The **MEDULLA** is the center of the hair shaft.

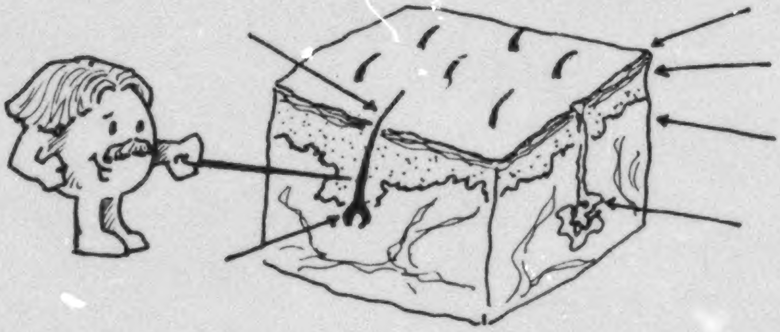
The texture of hair is divided into three basic groups: coarse, fine, and medium. **COARSE** hair feels wiry and tends to be difficult to manage. Each shaft is fat and strong if in good condition. **FINE** hair is usually soft and silky to the touch. It often lacks body, may have excessive static electricity, and may not hold a set well. Each shaft is small. **MEDIUM** hair is usually the easiest to manage and style and holds a set very well.

The density (thickness or thinness) of a head of hair is determined by the size and number of hair follicles on the scalp. Blond hair shafts are the smallest in diameter, next is brown, followed by black, and then red. The smaller the diameter the more hair shafts are needed to make a full-looking head of hair.

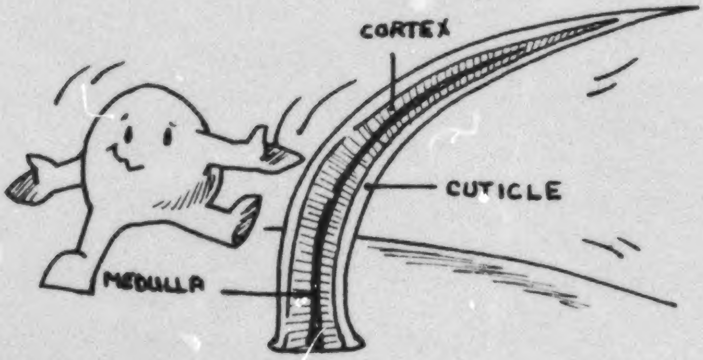
Hair may also be normal, dry, or oily. NORMAL hair looks pretty much the same whether dirty or clean. It's neither too oily nor too dry. OILY hair is usually inherited but can be caused from stress and sex hormones. Since each hair follicle has one to three oil glands, finer hair is usually oily hair since its follicles are smaller and take up less room. Stress causes oil glands to work overtime and many women find oil glands produce more oil near the beginning and end of their menstrual period. DRY hair lacks oil, or sebum, from the hair follicles. It is not inherited but rather self-inflicted. Over-exposure to sun, water, or harsh chemicals aggravate the problem as do blow dryers and improper shampooing and conditioning.

Label the following cross-sections:

SKIN CROSS-SECTION SHOWING HOW HAIR GROWS



HAIR SHAFT CROSS-SECTION



WORKSHEET B

Borrow a microscope from the biology department.

Select several classmates and ask for a hair sample. Cut (don't yank!) a single hair from each.

Examine the hairs for similarities and differences under the microscope. Refer back to Worksheet A to identify what you are seeing.

Evaluate each sample:

Is the cuticle smooth?

Does the cuticle peel back giving it a fuzzy appearance?

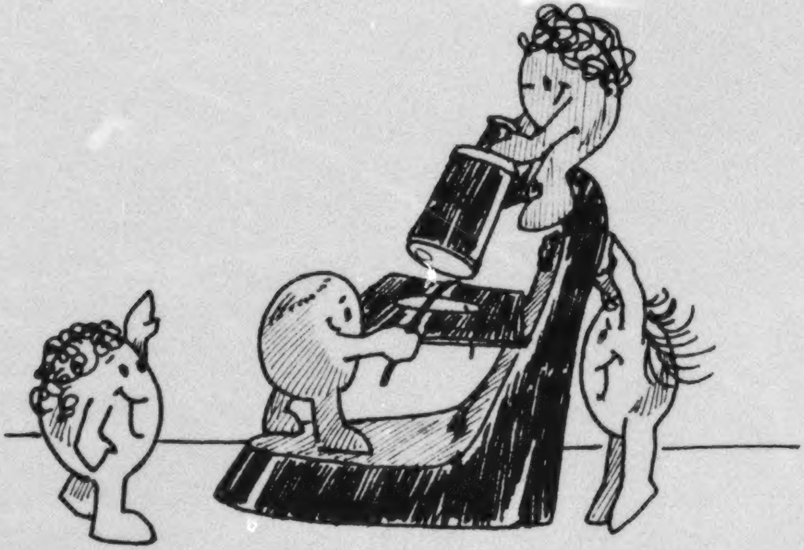
Is this hair sample healthy or damaged? Why?

Are the cuticle cells - round (causing hair to be straight)?

oval (causing the hair to be wavy)?

flattened out (causing the hair to be curly, kinky, or fuzzy)?

Evaluate a sample of your own hair.



WORKSHEET C

With all new patrons, cosmetologists should talk with them to determine their hair history.

Test your ability to communicate with and make a customer feel comfortable by role-playing a first meeting.

Use the following questions to interview a classmate who has agreed to be your "patron."

How often do you shampoo your hair?

Does your hair stay relatively clean between shampoos?

Do you use a shampoo specifically recommended for dry, normal, or oily hair?

Do you use a creme rinse or conditioner after shampooing?

How do you set and/or dry your hair?

Has your hair ever been treated with chemicals? If yes, what types?

Were you ever found to be allergic to any hair care product?

Now do a hair analysis:

Examine the hair closely and touch it. Would you classify the hair as dry, oily, or normal? Curly or straight? (Refer back to the information on Worksheet A if you need help).

Run your fingers through the hair. Is it coarse, wiry, thick, smooth, or fine?

Does the hair have a shiny or dull luster? Does it reflect the light in the room?

Examine the scalp. Does it appear dry or flaky?

Does the hair have a greasy or dry feel?

Does the hair appear split and dry at the ends? Are sections badly damaged or broken?

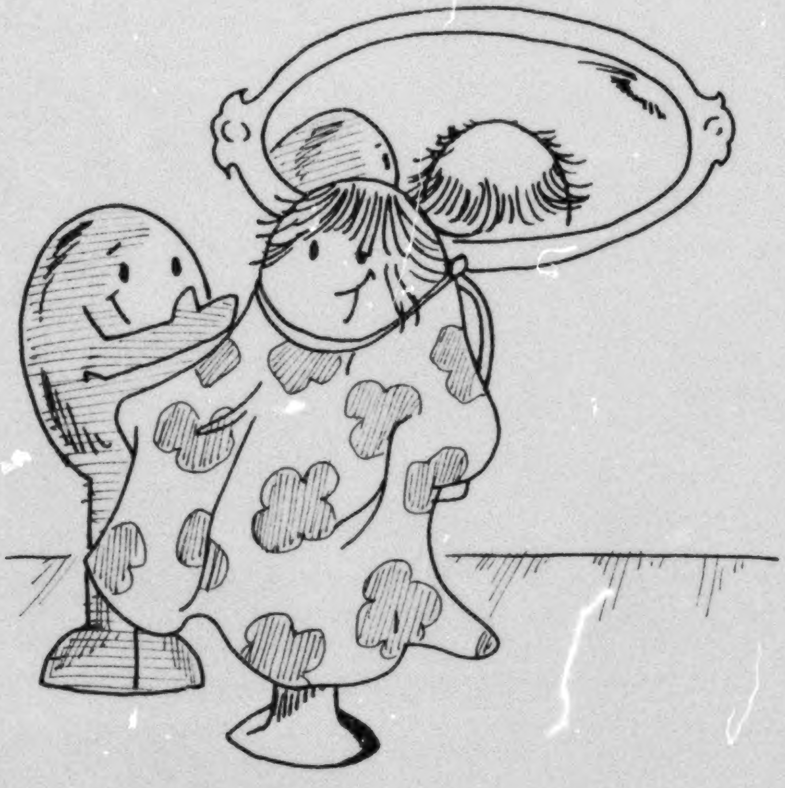
Brush the hair. Does it exhibit any static or tend to fly away?

This analysis will allow the cosmetologist to determine problems and hair types so specific techniques and products can be used to remedy problems and improve the condition of the hair.

Evaluate this experience...

1. Did you feel comfortable talking and asking questions?
2. Did you smile and act friendly?
3. Did you act interested in what the patron was saying?
4. Did you enjoy the interview?
5. Did you find it challenging to analyze hair?
6. Did you feel comfortable touching the person's hair and examining their scalp?

A successful cosmetologist would likely answer yes to these questions.



WORKSHEET D

Consumers are faced with many decisions when they purchase products and equipment for hair care. A good cosmetologist knows what is on the market, can evaluate their good and bad points, and can offer sound advice to the consumer concerning their use.

Choose two local stores to compare the availability of hair care products, gadgets, and equipment in each.

Products Available	# of Kinds	Cheapest Price	Highest Price
SHAMPOOS Regular Dry Oily Anti-dandruff Medicated PH-balanced For damaged hair Spray			
CONDITIONERS/CREME RINSES Normal Oily Dry Damaged hair Color-treated			
COLORINGS Temporary Semi-permanent Permanent			
HOME PERMS Gentle Regular Super Body wave			
CHEMICAL STRAIGHTENERS			

Products Available	# of Kinds	Cheapest Price	Highest Price
COMBS			
BRUSHES Natural bristles Synthetic bristles			
GADGETS Pins, ribbons, bands, clasps, nets Other			
APPLIANCES Electric curlers Curling iron Blow dryer Hair dryer Other			

WORKSHEET E

An awareness of why people choose the products they do is important to know if a cosmetologist hopes to improve their patron's hair care routine.

Below are 10 common reasons for buying and using certain products. Evaluate your attitude toward these factors by ranking them in order of their influence on your decision to buy a hair care product from 1 (most important influence) to 10 (least important influence):

_____ label information

_____ price

_____ advertisements

_____ color or smell

_____ advice of friends

_____ name of product

_____ articles in magazines

_____ company's reputation

_____ convenience

_____ design of package

Have two adults (one male, one female) to rank the factors.

FOR DISCUSSION:

How do the three responses (that of a teenager, adult male, and adult female) compare?

What were the most important and least important influences for each?

Do you think these would hold true if you surveyed a group of teenagers, adult men, and adult women? Why or why not?

Would you guess there would be differences in the ranking by male teenagers and female teenagers? Why or why not?

CAREER INFORMATION SHEET

JOB TITLE: Electrologist　　DOT CODE: 339.371-010

DUTIES: Electrologists remove hair from the skin of patrons by a method called electrolysis. They position sterile needles into holders of electrical equipment and place a secondary electrode in the hand or immerse the fingers of patron in a water-filled electrode cup to complete the current and to stabilize the amount of electricity when equipment is operating. Electrologists then swab the skin area with an antiseptic solution to sterilize it, insert the needle into hair follicle and into the hair root, and regulate the amount of electricity flowing through the needle. After completing this process, they remove the needle and pull hair from follicles using tweezers.

WHERE EMPLOYED: Electrologists are employed by beauty shops, beauty salons, and electrolysis businesses. Many electrologists are self employed. The majority of opportunities exist in cities and larger towns.

EMPLOYMENT OUTLOOK: The demand for electrologists should remain steady through the 1980's. The number of openings in this type of work has increased greatly in recent years.

EDUCATION AND TRAINING: Although a high school degree is not required, it is preferred by the majority of employers. About half of the states require that electrologists be licensed, but the standards for licensing vary. Students who are interested in becoming electrologists should take courses in English, biology, chemistry, and psychology.

Some electrolysis firms train their employees. Electrolysis trade schools offer programs of instruction and some makers of electrolysis machines have schools of electrolysis.

SPECIAL QUALIFICATIONS: Electrologists must have good eyesight and steady hands. They should be patient, kind, tactful, and friendly. A neat, clean appearance is also important.

EARNINGS AND ADDITIONAL BENEFITS: The earnings of electrologists may depend on the reputation and location of the business. Most electrologists earn a standard salary and receive commissions for their work. They may also receive tips from their patrons. Incomes of self-employed electrologists depend upon the number of patrons they serve and the location of their business. Those working for electrolysis businesses usually receive fringe benefits such as health and life insurance, vacations with pay, and a retirement plan.

WORKING CONDITIONS AND LIFESTYLES: Electrologists work in quiet, clean working conditions. Most work regular hours, but some evening and weekend work may be involved. Employers usually provide uniforms to be worn by electrologists.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Barber and Beauty Services

REPRESENTATIVE JOB TITLES:

Electrologist	339.371-010
Scalp-Treatment Operator	339.371-014
Cosmetologist	332.271-010

OCCUPATIONAL TASK: Exploring electrolysis

OCCUPATIONAL COMPETENCY: Identifying terms used by an electrologist

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Word Search Puzzle
3. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand the work of an electrologist.
2. Recognize some terms used by an electrologist.

LEARNING ACTIVITIES

1. Read and discuss the Career Information Sheet.
2. Using a local phone book, identify places where electrologists may be employed.
3. Complete the Word Search Puzzle to become familiar with terms used by electrologists.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussions.
2. Locating places of employment.
3. Completing the Word Search Puzzle and the Student Attitude Sheet.

Word Search Puzzle

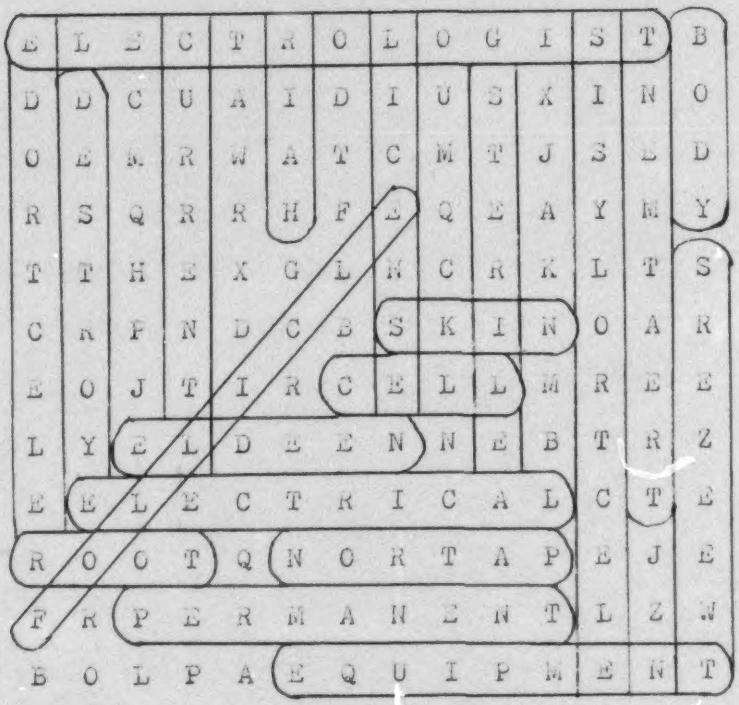
Electrolysis is the process of removing unwanted hair from the body by destroying the hair roots with an electrified needle.

In the puzzle below, locate the following words or terms commonly used by an electrologist.

Body
Cell
Current
Destroy
Electrical
Electrode
Electrologist
Electrolysis
Equipment
Follicle
Hair
License
Needle
Patron
Permanent
Root
Skin
Sterile
Treatment
Tweezers

E	L	E	C	T	R	O	L	O	G	I	S	T	B
D	D	C	U	A	I	D	I	U	S	X	I	N	O
O	E	M	R	N	A	T	C	M	T	J	S	E	D
R	S	Q	R	R	H	F	E	Q	E	A	Y	M	Y
T	T	H	E	X	G	L	N	C	R	K	L	T	S
C	R	P	N	D	C	B	S	K	I	N	C	A	R
E	O	J	T	I	R	C	E	L	L	M	R	E	E
L	Y	E	L	D	E	E	N	N	E	B	T	R	Z
E	E	L	E	C	T	R	I	C	A	L	C	T	E
R	O	O	T	Q	N	O	R	T	A	P	E	J	E
F	R	P	E	R	M	A	N	E	N	T	L	Z	W
B	O	L	P	A	E	Q	U	I	P	M	E	N	T

Word Search Puzzle - Key



E	L	E	C	T	R	O	L	O	G	I	S	T	B
D	D	C	U	A	I	D	I	U	S	X	I	N	O
O	E	M	R	W	A	T	C	M	T	J	S	E	D
R	S	Q	R	R	H	F	E	Q	E	A	Y	M	Y
T	T	H	E	X	G	L	N	C	R	K	L	T	S
C	R	P	N	D	C	B	S	K	I	N	O	A	R
E	O	J	T	I	R	C	E	L	L	M	R	E	E
L	Y	E	L	D	E	E	N	N	E	B	T	R	Z
E	E	L	E	C	T	R	I	C	A	L	C	T	E
R	O	O	T	Q	N	O	R	T	A	P	E	J	E
F	R	P	E	R	M	A	N	E	N	T	L	Z	W
B	O	L	P	A	E	Q	U	I	P	M	E	N	T

Name ______________________________

Occupational Cluster Personal Service - Electrologist

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it
Reading career information					
Identifying places of employment					
Completing Word Search Puzzle					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Hair Stylist

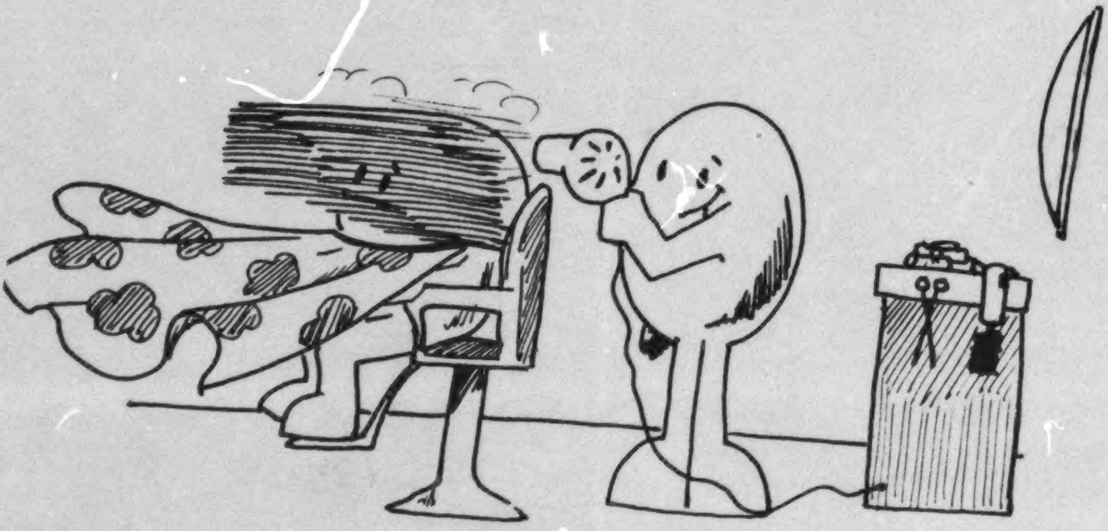
DOT CODE: 332.271-018

DUTIES:	Hair stylists specialize in dressing hair according to the latest styles following instructions of patrons. They study the facial features of patrons and arrange, shape, and trim hair to achieve desired effects using fingers, combs, barber scissors, hair-waving solutions, hairpins, and other accessories. Hair stylists dye, tint, bleach, curl, or wave hair as required.
WHERE EMPLOYED:	Hair stylists work in beauty salons located in cities and towns all around the country. Some hair stylists work in department stores, hospitals, and hotels. About one-third of all hair stylists operate their own businesses.
EMPLOYMENT OUTLOOK:	Employment of hair stylists is expected to increase about as fast as the average for all occupations through the 1980's. In addition to openings due to growth in the demand for hair stylists, thousands of hair stylists will be needed each year to replace those who retire or leave the occupation for other reasons.
EDUCATION AND TRAINING:	Although all states require hair stylists to be licensed, the qualifications necessary to obtain a license vary. In most states, a person must have graduated from a state-approved hair styling school, pass a physical examination, and be at least 16 years of age. States also have varying educational requirements for hair stylists.

SPECIAL QUALIFICATIONS: Persons interested in this type of work must have finger dexterity and a sense of form and artistry. They should enjoy dealing with people and be willing to follow patrons' instructions. Business skills are important for those who plan to operate their own salons.

EARNINGS AND ADDITIONAL BENEFITS: Hair stylists receive income from commissions or wages and from tips. Those who do not own their own businesses usually receive a percentage of the money they take in. Beginning hair stylists usually earn $150 to $200 a week. Weekly earnings of experienced hair stylists generally range between $350 and $450. Earnings also depend upon the size and location of the salon, customers' tipping habits, and the individual hair stylist's ability to attract and hold regular customers. Some salons offer group life and health insurance, vacations with pay, and retirement plans.

WORKING CONDITIONS AND LIFESTYLES: Hair stylists usually work in clean, pleasant surroundings. They must be on their feet for hours at a time and work with their hands at shoulder level. Many full-time hair stylists work more than 40 hours a week including evenings and Saturdays.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Barber and Beauty Services

REPRESENTATIVE JOB TITLES:

Hair Stylist	332.271-018
Barber	330.371-010
Cosmetologist	332.271-010

OCCUPATIONAL TASK: Exploring the job duties of a hair stylist

OCCUPATIONAL COMPETENCY: Demonstrating the procedure for giving a scalp massage

RESOURCES and/or MATERIALS

1. Wig, wig stand, and wig clamp - or students may volunteer
2. Soap, water, and clean towels
3. Worksheet A
4. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand the procedure for giving a scalp massage.
2. Determine if you would enjoy this type of work.

THIS WON'T HURT A BIT!

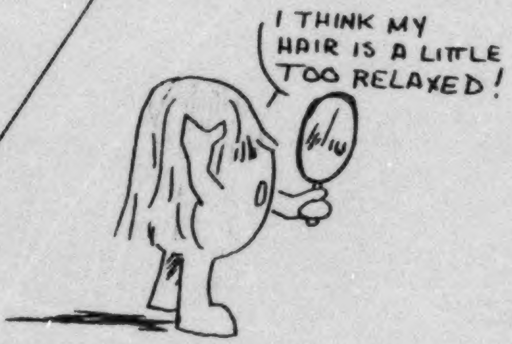
LEARNING ACTIVITIES

1. Invite a local hair stylist to class to demonstrate different methods for massaging the scalp and also for shampooing hair. Talk with him/her about the job duties, training, and other qualifications.
2. Using a wig or a fellow student, practice giving scalp massages. Refer to Worksheet A for massage diagrams. If you are going to give another student a scalp massage, make sure s/he washes his/her hair before coming to class.
3. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in activities.
2. Completing the Student Attitude Sheet.

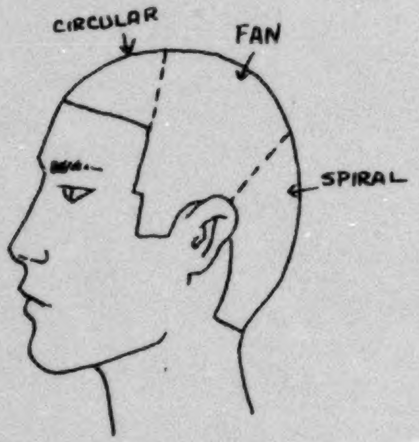

I THINK MY HAIR IS A LITTLE TOO RELAXED!

WORKSHEET A

Hair Stylist

The following diagrams illustrate the steps in giving a scalp massage.

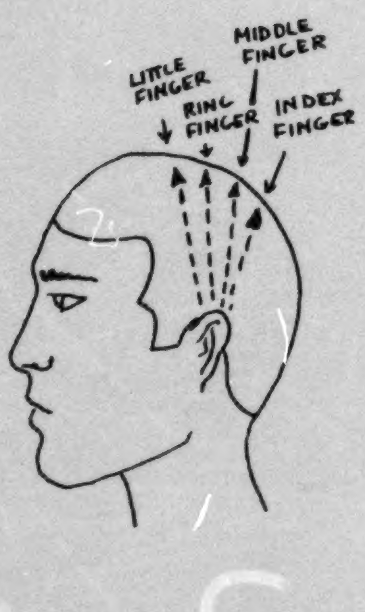
DIAGRAM 1:



Three different massage techniques are used for a scalp massage; each technique is used for a different part of the scalp. The fan technique is used on the sides of the scalp. The circular technique is used on the top and front of the scalp. The spiral technique is used at the back of the scalp.

When giving a scalp massage, touch the scalp with the fleshy pads of your fingers only. Be sure that your fingernails do not touch the scalp and cannot scratch the scalp.

DIAGRAM 2:



FAN TECHNIQUE: Stand behind the person and place fingertips on the scalp at the hairline just above the ears. Your fingers should extend upward and be about one-half inch apart. Using a small amount of pressure, move the fingers of both hands upward until they meet at the top of the scalp. As your fingers move upward, begin spreading them out slightly so that they are about 1 inch apart when you reach the top of the scalp. Massage the sides of the scalp three or four times using the fan technique.

DIAGRAM 3:

CIRCULAR TECHNIQUE: Place fingertips of both hands on the scalp at the front hairline. Place your thumbs several inches behind the fingers and hold them steady as you move your fingers in a circular pattern for three or four turns. The right hand and the left hand are moved in opposite circular directions.

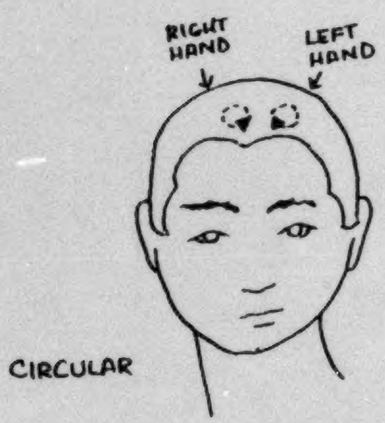
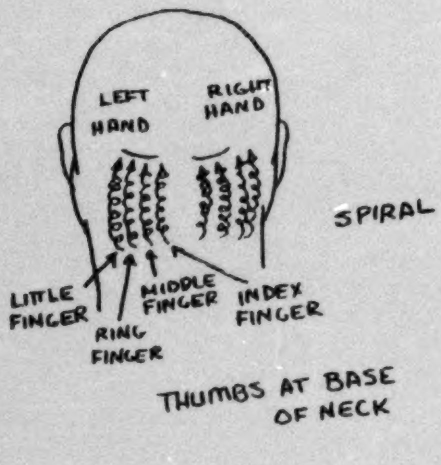

RIGHT HAND
LEFT HAND
CIRCULAR

DIAGRAM 4:

SPIRAL TECHNIQUE: Place the fingertips of both hands low on the back of the scalp. Exert pressure on the scalp as your fingers move upward using a winding, circular motion. The right hand and the left hand are moved in opposite directions. Continue with this technique for three or four times.

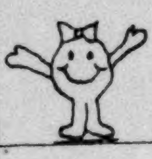

LEFT HAND
RIGHT HAND
SPIRAL
LITTLE FINGER
RING FINGER
MIDDLE FINGER
INDEX FINGER
THUMBS AT BASE OF NECK

Name ____________________

Occupational Cluster Personal Service - Hair Stylist

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Listening to the guest speaker					
Using your fingers to give a scalp massage					
Working with a person's hair					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION SHEET

JOB TITLE: Make-Up Artist DOT CODE: 333.071-010

DUTIES:	Make-up artists study production requirements and apply makeup to performers to alter their appearance according to their roles. They examine sketches, photographs, and plaster models to obtain an image of the character to be depicted; confer with stage and motion picture officials to determine the makeup to be used; requisition cosmetic and makeup materials such as wigs, beards, rouge, powder, and grease paint; and apply cosmetics and makeup to change physical characteristics of performer to produce the appropriate effect to depict the character and situation.
WHERE EMPLOYED:	Make-up artists are employed by theatrical companies, stock companies, stage production companies, movie production studios, companies which produce television programs and commercials, opera companies, dinner theaters, and by large colleges and universities. Some make-up artists are self-employed. The majority of the employment opportunities are located in large metropolitan areas.
EMPLOYMENT OUTLOOK:	Employment of make-up artists should remain steady throughout the 1980's. However, the large number of people desiring careers in this field far exceed the number of opportunities. Keen competition for these jobs is expected to continue. Some openings will occur as make-up artists leave the occupation.

EDUCATION AND TRAINING: Educational requirements vary according to the employer. Most employers prefer to hire persons who have had some formal training. Major motion picture studios and theatrical companies hire only highly skilled and formally trained make-up artists. Persons interested in this type of work should become involved in working with school productions and local or community opportunities.

SPECIAL QUALIFICATIONS: Persons interested in becoming make-up artists need artistic talent, creative ability, imagination, ingenuity, and patience. They should also enjoy working closely with other persons. It is essential that make-up artists be physically able to stand and work with their hands at shoulder level for long periods.

EARNINGS AND ADDITIONAL BENEFITS: The earnings of make-up artists vary depending upon the artist's ability and reputation as well as the employing agency. Those employed by major motion picture studios and theatrical companies earn salaries which may range from $15,000 to $100,000 or more per year. However, the earnings of most make-up artists are low because their employment is irregular.

WORKING CONDITIONS AND LIFESTYLES: Make-up artists usually work in clean, well-lighted, and comfortable surroundings. The work hours of make-up artists vary depending upon the type of production for which they are working. Those employed by motion picture studios begin work very early in the morning in order to apply make-up to actors and actresses before the film work begins. Make-up artists employed by theatrical companies, stage companies, opera companies, and dinner theaters may work mainly during afternoon and evening hours. Weekend work may also be involved. Many make-up artists travel extensively when productions are on the road.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Barber and Beauty Services

REPRESENTATIVE JOB TITLES:

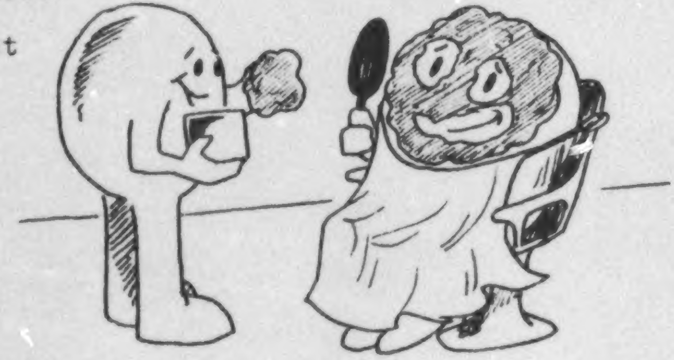
Make-Up Artist	333.071-010
Body-Make-Up Artist	333.271-010
Manicurist	331.674-010

OCCUPATIONAL TASK: Experimenting with makeup

OCCUPATIONAL COMPETENCY: Applying makeup

RESOURCES and/or MATERIALS

1. Styrofoam head forms
2. Basic makeup and equipment:
    - eyebrow pencil
    - soft-tip marker (black)
    - grease paint sticks
    - powder (light color)
    - powder puff
    - lipstick
    - rouge
    - eye shadow
    - brushes (with pointed tips)
    - towels
    - tissues
    - soap
3. Makeup Application Sheet
4. Student Attitude Sheet



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand basic principles of makeup application for stage or film productions.
2. Determine your interests in this type of work.

LEARNING ACTIVITIES

1. Read and discuss the information related to applying stage makeup.
2. Work in small groups and apply makeup to a head form. Attempt to follow the guidelines provided on the Makeup Application Sheet.
3. Examine the work of the other groups.
4. Clean up the entire area in which your group worked.
5. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

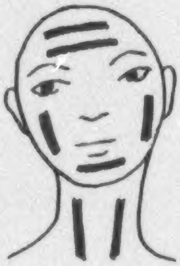
1. Participating in group activity.
2. Completing the Student Attitude Sheet and submitting it to your instructor.

Makeup Application Sheet

Make-up artists alter or enhance the appearances of performers by applying various types of makeup. Identified below are some basic procedures used for applying stage makeup. This is a simplified explanation of makeup application. Make-up artists spend many hours very carefully applying makeup to acheive the desired effects.

1. Wash face in cold water to cleanse skin and close pores. (Do not wash head forms)

2. Apply foundation makeup.
   Draw thick lines of grease paint as indicated in the drawing.
   Using fingers, spread the grease paint so that the makeup covers evenly.



3. Add shadows to face.
   Spread a light brown grease paint under eye sockets and around eyelids. Smooth with fingers.

4. Spread rouge on cheekbones and blend the color with fingers until smooth.

5. Cover entire face with powder using a powder puff.
   (This will keep face from looking too shiny under stage lights)

6. Apply eye makeup.
   Paint eyebrows using a brush and dark grease paint.
   Outline the eyes using an eyebrow pencil.
   (This will make the eyes appear larger)
   Dab a dot of red color on the inside corner of both eyes.
   Apply eye shadow.

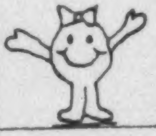
7. Color lips using red-orange grease paint.
   (Use lipstick only if red-orange grease paint is not available)

Name ____________________

Occupational Cluster Personal Service - Makeup Artist

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Examining makeup application techniques					
Working with makeup					
Applying makeup to a head form					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION SHEET

JOB TITLE: Manager, Barber or Beauty Shop

DOT CODE: 187.167-058

DUTIES: A manager of a barber or beauty shop manages the business operations and directs personal service functions of the shop. S/He confers with employees to insure quality services for patrons, makes appointments and assigns patrons to barbers or cosmetologists, adjusts customer complaints, and promotes new business. The manager directs sanitary maintenance of the shop in compliance with health regulations and requires cleanliness, neatness, and courtesy of employees. Other duties include negotiating leases, ordering equipment and supplies, keeping accounts of receipts and expenditures, and making up the payroll. A manager may train apprentices and supervise other workers.

WHERE EMPLOYED: Managers are employed by barber and beauty shops, beauty salons, unisex shops, and department stores. Many managers own their own shops. All cities and towns have beauty salons and barber shops, but employment is concentrated in the most populous cities and towns.

EMPLOYMENT OUTLOOK: The employment of managers for barber and beauty shops should remain steady throughout the 1980's. In addition to openings which arise from the establishment of new businesses, managers will be needed to replace those who retire, transfer to other businesses, or leave the field for various reasons.

EDUCATION AND TRAINING: A high school degree or the equivalent if essential for this type of work. Although it is not required, most employers prefer to hire managers who possess a hair dresser's license. Courses in English, business, biology, and math may be useful. Some employers prefer to hire managers who have completed a college degree in management or a related field.

SPECIAL QUALIFICATIONS: A person interested in this type of work should be neat, clean, and have a pleasant personality. It is essential that a manager of a barber or beauty shop be able to deal effectively with the public and with other employees. S/He must also possess business skills and be able to keep accurate records.

EARNINGS AND ADDITIONAL BENEFITS: The earnings of managers vary depending upon their experience and the employer. Managers employed by large shops, chain-operated salons, and department stores may earn from $15,000 to $25,000 a year. Earnings of managers who own their own businesses depend upon the number of customers which they serve. Those employed by larger salons and department stores usually receive fringe benefits which may include vacations with pay, health and life insurance, and a retirement plan.

WORKING CONDITIONS AND LIFESTYLES: Managers of barber or beauty shops usually work in clean, pleasant surroundings. Many managers work more than 40 hours a week. Evening and Saturday work is frequently involved.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Barber and Beauty Services

REPRESENTATIVE JOB TITLES:

Manager, Barber or Beauty Shop	187.167-058
Hair Stylist	332.271-018
Barber	330.371-010

OCCUPATIONAL TASK: Exploring the duties of a manager of a barber or beauty shop

OCCUPATIONAL COMPETENCY: Planning a layout for a beauty salon

RESOURCES and/or MATERIALS

1. Magazines and/or catalogs
2. Discussion Situations
3. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize some of the functions performed by a manager of a barber or beauty shop.
2. Become more aware of the interpersonal skills needed by a salon manager.

LEARNING ACTIVITIES

1. Discuss some of the duties of a manager of a barber or beauty shop.
2. Select hairstyles which you feel would be appropriate to display in a barber or beauty shop during the Spring/Summer and Fall/Winter. You may select hairstyles from magazines and/or catalogs. On an 8½ x 11 inch paper, sketch two hairstyles.
3. Plan a beauty salon layout for five operators. Include reception area, chairs and work stations, sinks, dryers, and a storage area.
4. Discuss the situation assigned to your group and determine how you would attempt to deal with the situation if you were the manager of the beauty shop.
5. Report your group's situation and solution to the entire class.
6. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Selecting and sketching hairstyles.
2. Planning a beauty salon layout.
3. Participating in group activity.
4. Completing the Student Attitude Sheet.

Discussion Situations

Each group of students should discuss the assigned situation and determine how they feel a manager should deal with the problem.

1. A customer is outraged and claims that her hair is darker than its usual color. The beauty operator insists that he used the same color on her hair that he always uses. After a heated argument, the customer refuses to pay for the services.

2. The Commerce Bank has returned to your salon the personal checks of three regular customers due to insufficient funds in their accounts. Two of the customers have appointments scheduled at the salon during the next week.

3. A customer returns to the salon to complain that she was allergic to a permanent solution used by one of the salon's operators on her hair. The operator explains that she neglected to test for possible allergic reaction because she was in a hurry. Unfortunately, the customer has incurred medical expenses and has experienced a great deal of discomfort due to the allergic reaction. She informs the manager that she is considering suing the salon.

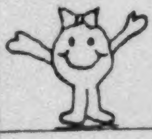
4. A hair stylist who has worked for the salon for five years has become very negligent in cleaning up her work station. During the past two weeks, she has neglected to sweep hair from around her station after each customer. In addition to the disorderly condition of her work station, she has reported to work an hour late two times during the past week. There has been some talk among the other hair stylists that she is in the process of getting a divorce. She has an excellent work record for the past five years.

Name ______________________________

Occupational Cluster Personal Service - Manager, Barber or Beauty Shop

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Selecting hairstyles					
Sketching hairstyles					
Planning a layout for a beauty shop					
Discussing situations					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Manicurist **DOT CODE:** 331.674-010

DUTIES:

A manicurist removes previously applied nail polish using liquid remover and swabs. S/he shapes and smooths ends of nails using scissors, files, and emery boards. S/he cleans patron's nails in soapy water using swabs, files, and orange sticks. Nail cuticles are softened by using water and oil. Once the nails are softened the cuticles are pushed back by using cuticle knife. The cuticles/hangnails are trimmed by using scissors or nippers. Undersides of nails are whitened with white paste or pencil. A manicurist polishes nails by using powdered polish and buffs or applies clear or colored liquid polish onto nails with brush. S/he may perform other beauty services such as giving facials, shampooing, tinting, and/or curling hair.

WHERE EMPLOYED:

These workers are employed in beauty salons, "unisex" shops, barber-styling shops, department stores, hospitals, hotels, and personal businesses.

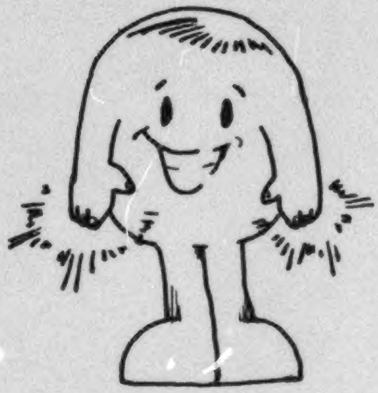
EMPLOYMENT OUTLOOK:

There is not a great demand for manicurists who perform no other jobs. Most work as cosmetologists. Large cities and places with wealthy clientele provide the best opportunities for full-time manicurists.

EDUCATION AND TRAINING:

Applicants for manicurists must have a state license, have graduated from a state-approved cosmetology/beauty school, have completed 10th grade, passed a physical exam for a health certificate, and be at least 16 years old. Training includes classroom

	study, demonstrations, and practical work.
SPECIAL QUALIFICATIONS:	Manicurists should enjoy working with people. They should prove sensitive to and understanding of patrons' moods. They should strive to please and get along well with people.
EARNINGS AND ADDITIONAL BENEFITS:	Better salaries are earned by those who are also cosmetologists. Most of the income is received as a percentage of the money taken in or, less often, as a straight salary and from tips. Earnings depend on the size and location of the shop, patrons' tipping habits, local competition, and the individual manicurist's ability to attract and hold regular customers.
WORKING CONDITIONS AND LIFESTYLES:	These workers usually work 40 hours a week or more if also a cosmetologist; fewer hours if not. Evening and Saturday work is common.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Barber and Beauty Services

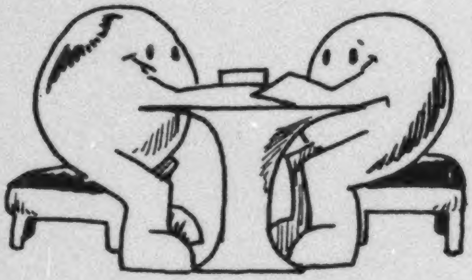
REPRESENTATIVE JOB TITLES:		
	Manicurist	331.674-010
	Cosmetologist	332.271-010

OCCUPATIONAL TASK: Providing professional nail care

OCCUPATIONAL COMPETENCY: Understanding the procedure for giving a manicure

RESOURCES and/or MATERIALS

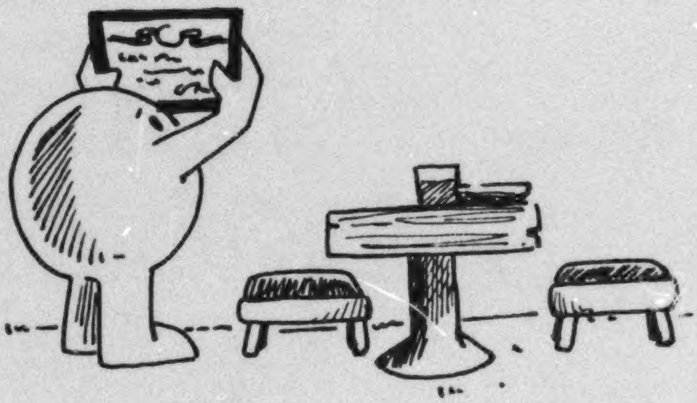
1. Copies of Worksheet #1
2. Copies of Worksheet #2
3. Copies of Worksheet #3
4. Copies of Worksheet #4
5. Copies of Worksheet #5
6. Student Attitude Sheets



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Be more familiar with the work of a manicurist.
2. Determine whether you favor this type of work for earning a livelihood.



LEARNING ACTIVITIES

1. Read the information on Worksheet #1 and label the diagram of the nail.
2. List do's and don't's for healthy nails.
3. Visit a local store and list nail care products available there.
4. Invite a manicurist to your classroom or visit one in a local beauty salon.
5. Watch a manicurist demonstrate his/her skills.
6. Give yourself and two classmates a manicure following steps on Worksheet #5.
7. Complete Student Attitude Sheet.

EVALUATION PROCEDURES

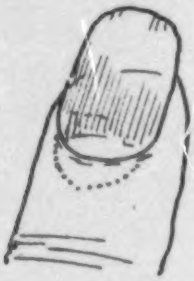
Your evaluation will consist of:

1. Completing Worksheets #1 and #2.
2. Manicuring fingernails using Worksheet #5.
3. Completing the Student Attitude Sheet.

WORKSHEET #1

From the following information, label the diagram of the nail after reading.

The nail is composed of packed cells containing the protein keratin. At the base of the nail and extending under the skin is the nail matrix. This is from where the nail grows. The "half-moon" at the base of the nail is the lunula. The fold of the skin at the base of the nail is the cuticle. At the free edge of the nail, a thin yellow-pink or brown-pink line marks the point where the nail separates from the nail bed.



Some interesting facts......

It takes a fingernail three to six months to grow full length.

Nails grow fastest in childhood.

Nails grow faster during the summer when the weather is hot.

The nails on the hand you use the most grow the fastest.

Pregnancy and trauma can make nails grow faster.

The middle fingernail is said to grow the fastest.

Nails are very porous and hold nearly 100 times as much water as an equal area of skin.

WORKSHEET #2

Nails are often abused and taken for granted. Suggest a list of do's and don't's for those interested in having healthy, well-cared for nails.

Helpful resources, if needed, are home economics texts and beauty magazines from your school library.

DO ....

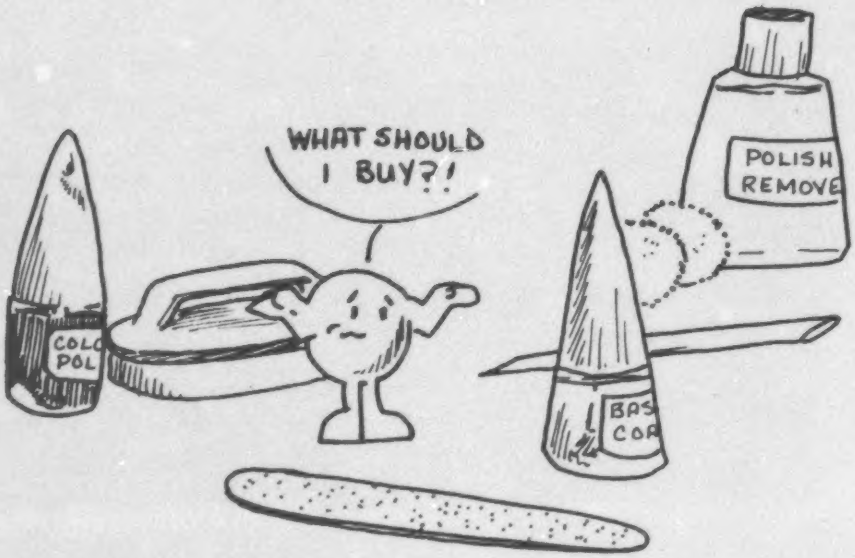
DON'T ....

WORKSHEET #3

There are many tools and products on the market for personal nail care.

Visit a local store and list the nail care equipment found there along with its suggested use:

EQUIPMENT OR PRODUCT	PROPER USE


WHAT SHOULD I BUY?!
COLO POL
POLISH REMOVE
BAS COA

WORKSHEET #4

Visit a local beauty shop or invite a manicurist to your classroom.

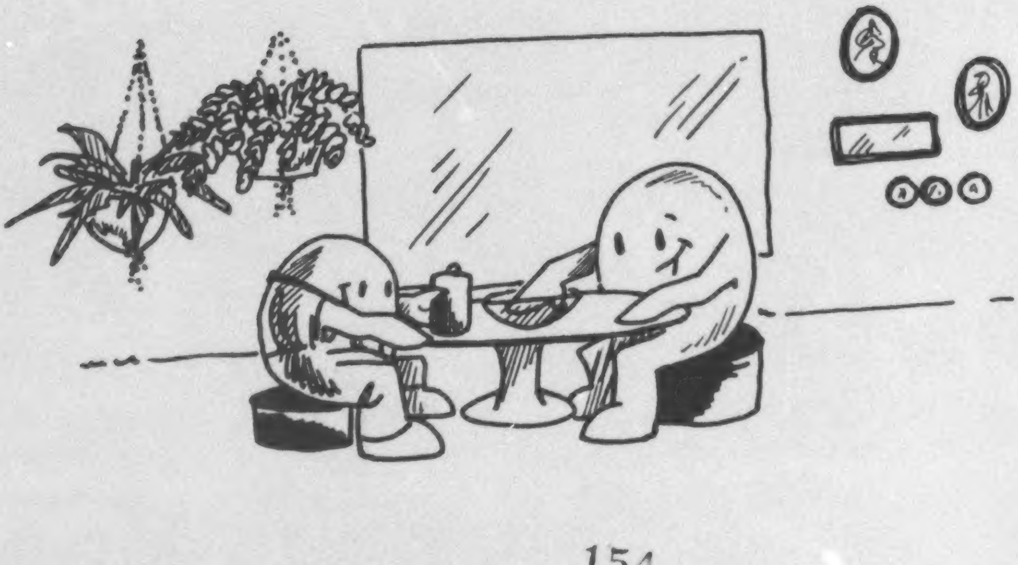
Watch as s/he demonstrates his/her skills as a manicurist.

Ask....

What makes this career personally satisfying to this manicurist?

Is s/he required to perform other duties besides nail care? If so, what?

Your questions....



WORKSHEET #5

Collect the basic materials needed to give a manicure.

Practice the following steps by giving yourself a manicure.

Now ask two classmates (1 male, 1 female) to be your "patrons." Give each of them a manicure.

STEPS TO A PROFESSIONAL MANICURE...

1. Remove all traces of old polish by using a cotton ball dampened with an oily polish remover. Use an orange stick tipped with cotton and dipped in remover for around nail edges.
2. Gently clean under nail tips with a manicure stick.
3. Rinse hands to prevent drying from the polish remover. Dry carefully.
4. Smooth edges and shape nails with an emery board. File in one direction only to prevent chips and splits. File from side to center. For the proper shape, follow the contour of the fingers whether round, oval, or square. A length not longer than 1/4 of an inch helps to prevent breakage.
5. Use a pumice stick made for nails to help erase stains and soften rough edges on the nail surface.
6. Give hands a softening treatment with cream or lotion. Rub in well, down to the fingertips.
7. Scrub nails with a nail brush or soak in warm, sudsy water containing a trace of oil for five minutes. This will clean the nails as well as soften the cuticles.
8. Gently push back softened cuticle with towel as you dry or with a manicure stick wrapped in cotton and dipped in cuticle remover. Avoid cutting the cuticle since this hardens it and encourages hangnails.
9. Use a nail-whitening pencil under each nail for a clean finish.

10. Buff each nail for about a minute per finger using a nail buffer. This stimulates circulation to the nail. Use slight pressure and buff down from the base to nail tip.

11. If desired, polish the nails. Apply a base coat to provide a smooth binding surface for nail color. Don't forget to apply under nail tip for better protection.

12. Choose a nail color and apply two coats, allowing ten minutes between each coat for hard drying. Use a blow dryer set on cool to speed the drying process. Apply the polish in three light, outward strokes from the base to the tip. The first stroke is down the middle, and the second and third are down each side.

13. Remove smudges with a manicure stick tipped with cotton and dipped in polish remover.

14. Apply a top coat for extra luster and long wear.

15. Apply hand cream regularly to keep cuticles soft. This helps keep the nails stronger and makes them healthier.

Discuss....

Differences in giving yourself a manicure and in giving one to another person.

Similarities/differences in giving a manicure to a man versus a woman.

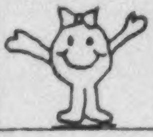
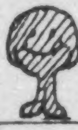
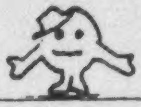
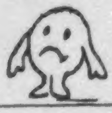
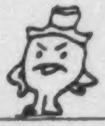
Your enjoyment or lack of enjoyment of this experience.

Name ______________________________

Occupational Cluster Personal Service - Manicurist

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Reading information					
Labeling diagram of nail					
Listing do's and don't's					
Visiting local store					
Identifying nail products					
Watching manicurist do demonstration					
Giving manicures					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

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CAREER INFORMATION SHEET

JOB TITLE: Sales Representative, Barber and Beauty Equipment and Supplies	DOT CODE: 275.357-010

DUTIES:	A sales representative of barber and beauty equipment and supplies sells equipment and supplies such as hydraulic chairs, counters, mirrors, hair driers, clippers, brushes, combs, cosmetics, hairdressings, and shampoo to barber and beauty shops. S/He advises customers on the layout of shop fixtures and equipment.
WHERE EMPLOYED:	Salespersons are employed to sell beauty and barber equipment and supplies by beauty supply companies, barber supply companies, and various cosmetic firms. They are also employed by companies which manufacture barber and beauty equipment and supplies. The majority of the employment opportunities exist in larger metropolitan areas.
EMPLOYMENT OUTLOOK:	The employment outlook for salespersons of beauty and barber supplies should remain steady throughout the 1980's. Many opportunities will result from the need to replace salespersons who die, retire, advance, or transfer to other occupations.
EDUCATION AND TRAINING:	A high school education or the equivalent is essential for this type of work. Other educational requirements vary with the employer. Courses in business, math, English, and distributive education may be useful. The majority of the training takes place on the job. Some companies prefer to hire qualified cosmetologists to sell their products.

SPECIAL QUALIFICATIONS:

Persons interested in this type of work should be neat, clean, and well groomed. They must be able to present a positive image of the products which they sell. Other essential qualities include a friendly personality, tact in dealing with people, and patience.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings of salespersons of barber and beauty equipment and supplies vary depending upon the place of employment and the salesperson's ability to sell the products which s/he represents. The majority of salespersons earn a salary plus commissions based on their sales. Others earn straight commission or straight salary. Beginning salespersons may earn from $10,000 to $18,000 a year. Experienced salespersons generally earn more. Fringe benefits in this type of work vary with the employer and may include health and life insurance, vacations with pay, and some type of retirement plan.

WORKING CONDITIONS AND LIFESTYLES:

Most salespersons of barber and beauty supplies work a five-day week. However, they often have long, irregular work hours. Although they call on customers during business hours, they may travel at night or on weekends to meet their schedules. They may also spend evenings writing reports and completing orders. Salespersons are often on their feet for long periods and may carry heavy catalogs and sample cases.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Barber and Beauty Services

REPRESENTATIVE JOB TITLES:

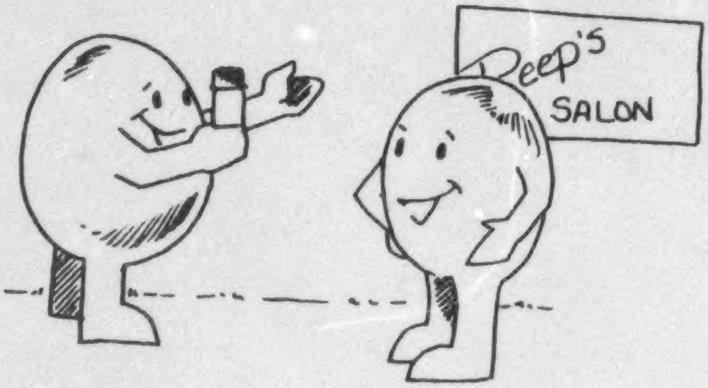
Sales Representative, Barber and Beauty Equipment and Supplies	275.357-010
Manager, Barber or Beauty Shop	187.167-058
Cosmetologist	332.271-010

OCCUPATIONAL TASK: Exploring sales work

OCCUPATIONAL COMPETENCY: Identifying barber and beauty products

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Worksheet A



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Become aware of some of the advantages and disadvantages of sales work.
2. Identify several products sold by barber and beauty supplies sales representatives.

LEARNING ACTIVITIES

1. Discuss career information related to a salesperson of barber and beauty equipment and supplies.
2. Brainstorm and list on the chalkboard advantages and disadvantages of this type of work.
3. Identify products which are sold by a salesperson of barber and beauty equipment and supplies by completing Worksheet A.
4. Check your answers to Worksheet A.
5. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussions.
2. Completing and submitting to your instructor Worksheet A and the Student Attitude Sheet.

WORKSHEET A

Sales representatives must be extremely knowledgeable of the products which they sell.

Test your knowledge of familiar barber and beauty products by completing the matching exercise below.

______ 1. Comb

______ 2. Blow Dryer

______ 3. Brush

______ 4. Scissors

______ 5. Hair Clips

______ 6. Curling Iron

______ 7. Curlers

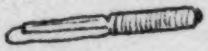
______ 8. Cape

______ 9. Towel

______ 10. Shampoo

______ 11. Hair Spray

______ 12. Appointment Book

A.


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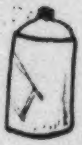

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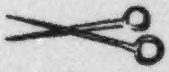

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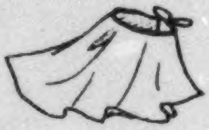

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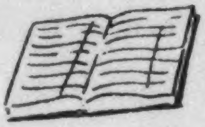

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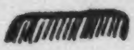

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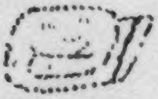

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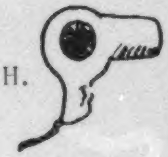

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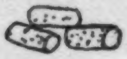

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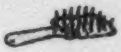

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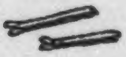

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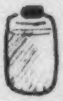


WORKSHEET A - KEY

1. F

2. H

3. J

4. C

5. K

6. A

7. I

8. D

9. G

10. L

11. B

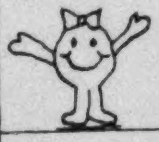
12. E

Name ______________________________

Occupational Cluster Personal Service - Sales Representative, Barber and Beauty Equipment and Supplies

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Discussing career information					
Listing advantages and disadvantages					
Identifying products					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

____

____

CAREER INFORMATION SHEET

JOB TITLE: Tattoo Artist DOT CODE: 339.571-010

DUTIES:

A tattoo artist pricks the skin of a patron using a needled electric tool that inserts an indelible non-toxic pigment into the skin to form a decorative or ornamental design. The tattoo artist washes and shaves the area where the tattoo is to be placed; presses charcoal-coated stencil, draws design, or traces the pattern of design onto the skin of patron to mark the outline of the design; dips needles of tool into colored pigment solution; and presses needles into skin to insert pigment into skin following the outline of the design. After completing a tattoo, the artist applies a sterile dressing to the area. Other duties include sterilizing needles, adjusting and repairing needled electric tools, drawing original designs on paper, tracing designs onto acetate sheets, and cutting out designs to form patterns on stencils.

WHERE EMPLOYED:

Some tattoo artists provide a service at private establishments. However, most tattoo artists are self employed.

EMPLOYMENT OUTLOOK:

National and local economic activity may have a tremendous influence on employment opportunities and the financial success of tattoo artists.

While competition may be keen, those persons with exceptional talent should be able to find employment as an assistant.

EDUCATION AND TRAINING:

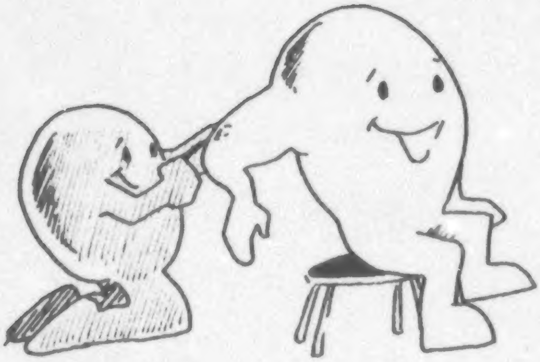
Aspirants should strive to benefit from a strong, broad, educational background during high school.

Particular attention should be given to a variety of art courses. Additional training is received on the job with a highly skilled tattoo artist within two to five years. Persons learning this trade must pay the experienced tattoo artist a fee to learn his/her trade.

SPECIAL QUALIFICATIONS: A person interested in a career as a tattoo artist should have creative talent and artistic aptitude. Persons aspiring to becoming tattooists should be patient, persevering, ambitious, and emotionally stable. They must be observant, analytical, and have a fine sense of color, depth perception, and balance. Good eye-hand coordination and finger dexterity are necessary. Since their work may bring them in contact with different people, tattoo artists should like working and be able to get along well with people. Licenses are required by city, state, county, and health departments in states where tattooing is legal.

EARNINGS AND ADDITIONAL BENEFITS: Earnings of tattoo artists may vary considerably and depend on the amount and type of tattoo work they do, whether they are self-employed or work for an organization, and the training, talent, and ability of the individual tattoo artist. A few tattoo artists are able to support themselves solely by their art work; however, most find it necessary to supplement their incomes. Well-trained tattoo artists may expect to earn $10,000 - $13,000 annually.

WORKING CONDITIONS AND LIFESTYLES: Working conditions of tattoo artists vary considerably depending upon their area of specialization and current project. Some tattoo artists may do their art work at nights or on weekends. Usually the places where art work is completed are well-lighted and properly ventilated. Tattoo artists often may work under pressure to complete projects on schedule.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Barber and Beauty Services

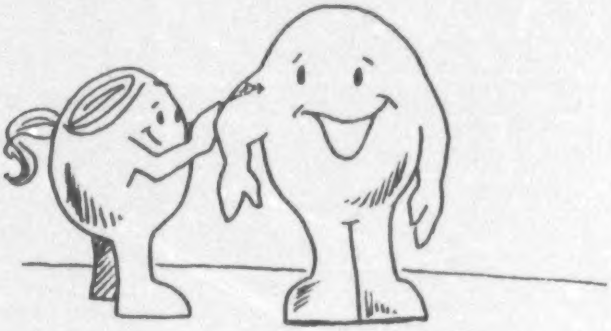
REPRESENTATIVE JOB TITLES:		
	Tattoo Artist	339.571-010
	Body-Make-Up Artist	333.271-010
	Make-Up Artist	333.071-010

OCCUPATIONAL TASK: Creating tattoos

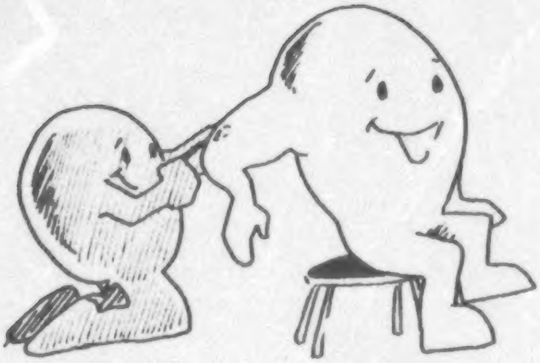
OCCUPATIONAL COMPETENCY: Tracing and designing patterns for tattoos

RESOURCES and/or MATERIALS

1. Unlined paper and pencils
2. Colored pencils and/or markers
3. Tattoo Patterns
4. Student Attitude Sheet



on weekends. Usually the places where art work is completed are well-lighted and properly ventilated. Tattoo artists often may work under pressure to complete projects on schedule.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Barber and Beauty Services

REPRESENTATIVE JOB TITLES:

Tattoo Artist	339.571-010
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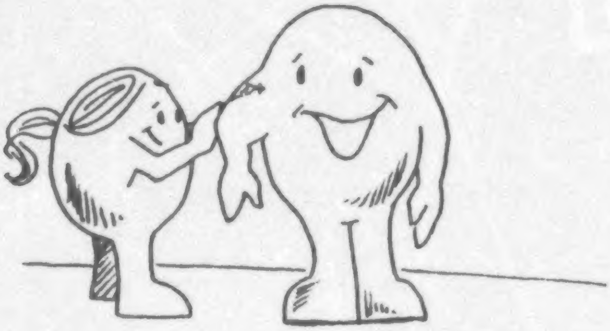


LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Understand some of the factors involved in creating tattoos.
2. Determine your interests in this type of work.

LEARNING ACTIVITIES

1. Discuss functions performed by tattoo artists.
2. Select and trace two drawings from the tattoo patterns.
3. Using colored pencils and markers, add color to the two drawings which you have traced.
4. Create one original tattoo design.
5. Add color to your design.
6. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

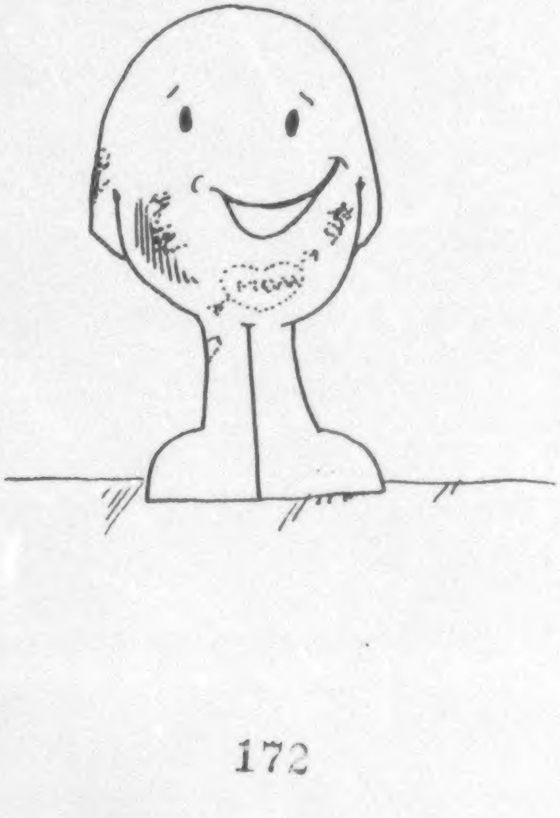
1. Tracing tattoo patterns.
2. Creating a tattoo design.
3. Completing the Student Attitude Sheet.

Additional Information

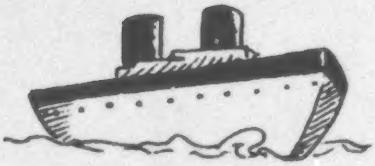
The practice of tattooing has been around for a very long time. As far back as 1300 B.C., some Egyptian mummies show blue tattoo marks under the skin.

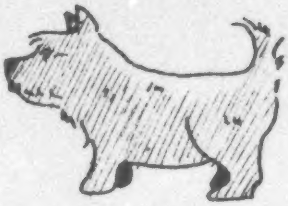
Some of the most elaborate colorful tattooing in the world has been demonstrated by the Japanese and the Burmese peoples. In fact, it is commonly known that many Burmese have their entire bodies covered with colorful pictures of plants, animals, and human faces. While in Southeastern New Guinea, tattoo marks on girls are looked upon as signs of beauty.

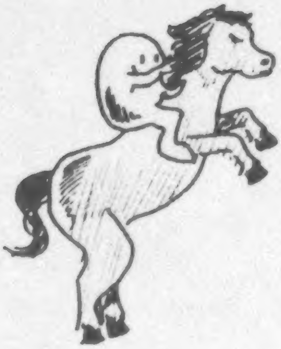
Other colorings of the skin are accomplished in a variety of ways. For example, scarification is practiced by some Negro tribes of Africa by cutting deep scars into their skin in order to reveal selected tribal markings. At one time, in New Zealand, the Maori tribes rubbed blue coloring into deep grooves in their faces.

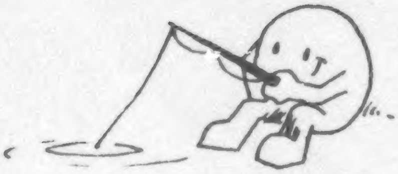


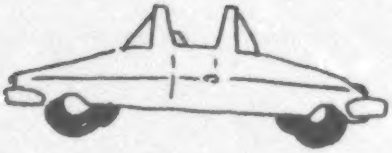
TATTOO PATTERNS

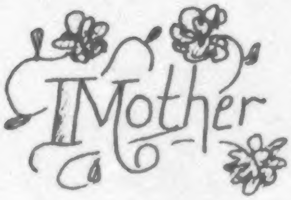


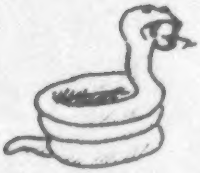


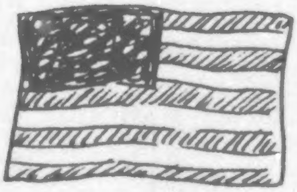


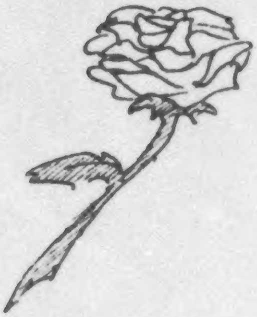


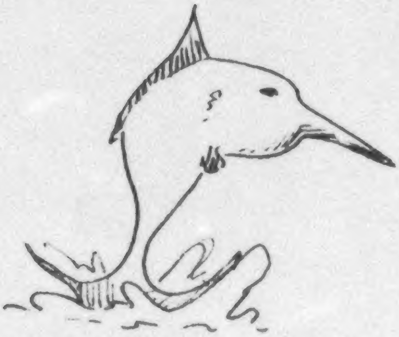


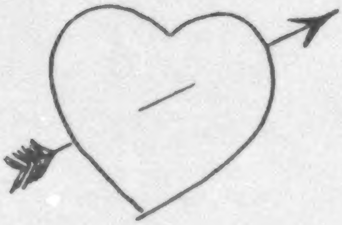


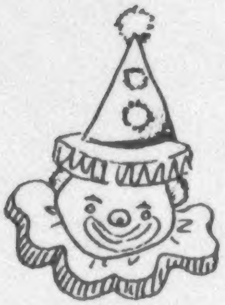


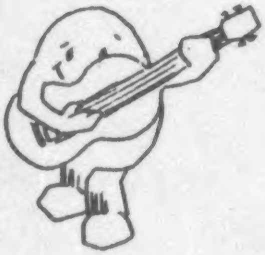


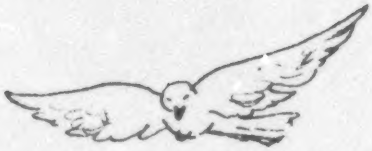


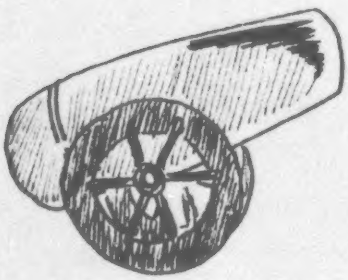


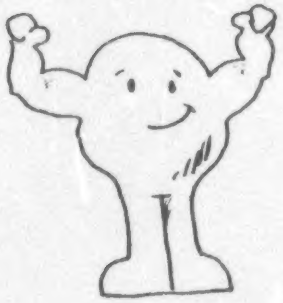












Name ____________________

Occupational Cluster Personal Service - Tattoo Artist

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Selecting patterns					
Tracing tattoos					
Coloring tattoos					
Designing tattoo					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION SHEET

JOB TITLE: Wig Dresser

DOT CODE: 332.361-010

DUTIES: A wig dresser styles wigs and hair pieces according to patron's instructions, samples, sketches, or photographs. S/He attaches wig or hair piece onto model head, combs and sets hair, arranges hair according to instructions, and sprays hair to keep it in place. The wig dresser may cut wigs and hair pieces to a specified length and style or wash and dry hairpieces.

WHERE EMPLOYED: The majority of wig dressers are employed in beauty shops and beauty salons. Some are employed by department stores, hospitals, and large hotels. In small beauty shops, a beautician usually performs the duties of the wig dresser.

EMPLOYMENT OUTLOOK: The employment opportunities in this field should remain steady throughout the 1980's. Openings result each year from the establishment of new beauty shops and from the need to replace workers who leave their jobs for various reasons.

EDUCATION AND TRAINING: Most employers require that wig dressers be licensed beauticians. To obtain a license, the applicant must be at least 16 years of age and have completed the required hours of formal course training. Beauticians in all states must pass a State Board of Beauty Culture examination.

SPECIAL QUALIFICATIONS: A person interested in this type of work should have a pleasant personality and enjoy working with people.

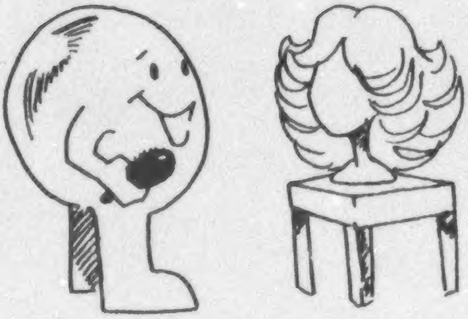
Patience and creativity are other qualities which a wig dresser should possess. A neat appearance and the ability to stand for long periods of time are essential.

EARNINGS AND ADDITIONAL BENEFITS:

Most wig dressers are paid a percentage of their earnings. Others receive a base salary and commissions. Wig dressers also receive tips from customers. Fringe benefits vary with the employer. Dressers employed by large department stores and chain-operated beauty salons often receive insurance benefits and vacations with pay. Retirement options may also be available.

WORKING CONDITIONS AND LIFESTYLES:

Wig dressers usually work in well-lighted, comfortable shops and salons. They customarily work a 40-hour week with some evening and weekend work involved. The nature of the work requires standing during the majority if the workday.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Barber and Beauty Services

REPRESENTATIVE JOB TITLES:

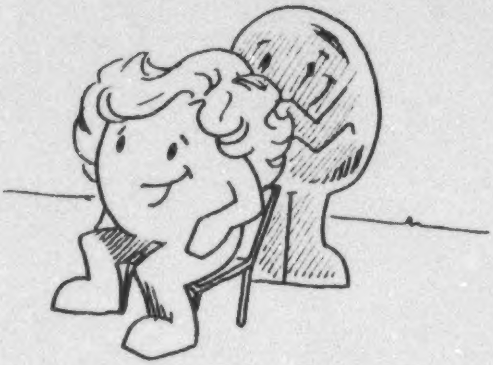
Wig Dresser	332.361-010
Hair Stylist	332.271-018
Cosmetologist	332.271-010

OCCUPATIONAL TASK: Styling wigs

OCCUPATIONAL COMPETENCY: Recognizing common face shapes and flattering hairstyles

RESOURCES and/or MATERIALS

1. Worksheet A
2. Worksheet B
3. Student Attitude Sheet



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Determine common face shapes.
2. Understand some of the factors involved in styling wigs.

LEARNING ACTIVITIES

1. Discuss some of the duties of a wig dresser.
2. Read and complete Worksheet A.
3. Complete Worksheet B.
4. Discuss answers on Worksheet B.
5. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

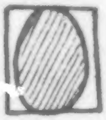
1. Completing Worksheets A and B.
2. Completing the Student Attitude Sheet.

WORKSHEET A

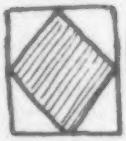
Many patrons will ask a wig dresser to suggest a flattering style for their wig. A knowledge of what makes a hairstyle flattering is important. When suggesting a hairstyle, consider the patron's hair type, shape of face, features, body build, and age. An attractive style should emphasize a person's best features and minimize the less attractive ones.

PART I - Practice identifying face shapes by finding magazine pictures to illustrate the different face shapes. To help you identify the shapes, use the descriptions and drawings below. Imagine a square surrounding the outer edges of the face. Identify the space within that square that a particular face takes up. The space will usually be one of the following:

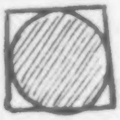
Oblong, rectangular - this face shape is long and thin



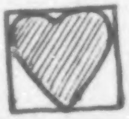
Diamond - narrow at the temples and jawline, but wide at the cheekbones



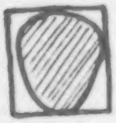
Round, square - a very full face



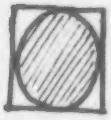
Heart, triangular - wide at the forehead and cheekbones with a very narrow chin



Pear - wide at the jawline and narrow at the forehead



Oval - considered to be the perfect face shape



PART II - Using a headband or scarf, pull the hair back away from your face. Stand in front of a mirror and with wet soap, trace your face shape on the mirror. Identify your face shape.

Do the above with classmates or family members.

Don't forget to clean the mirror when you finish!

WORKSHEET B

What hairstyles should be suggested to minimize these facial features?

1. Face too thin
2. Face too full
3. Forehead too low
4. Forehead too high
5. Chin too full
6. Chin too thin
7. A prominent nose
8. Sharp features
9. Short neck
10. Receding jaw

WORKSHEET B - KEY

1. fluffy fullness at sides; hair smooth at crown; bangs or chin length style

2. side part; soft wavy curls at vertical angles; add fullness at top; cover some of face

3. pull hair back away from it; add some height

4. cover with bangs

5. curve hair in to cover part of it

6. side part; add width and fullness; keep hair away from chin

7. bangs and some added height

8. soft curls and waves

9. wear hair off the neck

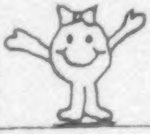
10. add fullness near the chin

Name ______________________________

Occupational Cluster Personal Service - Wig Dresser

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Identifying face shapes					
Suggesting hair-styles					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

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CAREER INFORMATION SHEET

JOB TITLE: Cremator   DOT CODE: 359.685-010

DUTIES: A cremator tends a retort furnace which cremates human bodies. The cremator slides the casket containing the body into the furnace, starts the furnace, adjusts valves to attain extreme heat, allows furnace to cool, and removes ashes from the furnace. S/He places the remains in a canister and attaches a metal identification tag to the canister. Other duties may include cleaning the furnace and sweeping and mopping floors.

WHERE EMPLOYED: Cremators are employed by crematories which are owned and operated by private corporations, individuals, funeral homes, and cemeteries. The majority of the crematories are located in large towns or cities.

EMPLOYMENT OUTLOOK: Little change is expected in the employment of cremators during the 1980's. Demand for these services will increase as the population grows and the number of deaths increase. Cremators will also be needed to replace those who leave the field for various reasons.

EDUCATION AND TRAINING: There are no educational requirements for cremators. However, a high school education or the equivalent is often preferred by employers. Training for this type of work takes place on the job.

SPECIAL QUALIFICATIONS: A person interested in becoming a cremator should be physically and emotionally able to perform the necessary tasks. It is important that a cremator be dependable and trustworthy.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings of cremators vary depending upon the place of employment and the duties performed. Persons employed as cremators and who do not perform other duties are customarily paid the current minimum wage to $5.00 or more per hour. The majority of cremators also receive fringe benefits which may include health and life insurance, vacations with pay, and a retirement plan.

WORKING CONDITIONS AND LIFESTYLES:

Cremators normally work a five-day, 40-hour week. They work in an enclosed area and are exposed to minimal heat.

DEATH
TIFICATE

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Commercial

REPRESENTATIVE JOB TITLES:

Cremator	359.685-010
Funeral Attendant	359.677-014
Director, Funeral	187.167-030

OCCUPATIONAL TASK: Learning about the work of a cremator

OCCUPATIONAL COMPETENCY: Becoming familiar with the process of cremation

RESOURCES and/or MATERIALS

1. Facts About Cremation
2. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand the work of a cremator.
2. Become more familiar with the process of cremation.
3. Determine your interests in this type of work.

LEARNING ACTIVITIES

1. Define cremator, cremation, crematory, and columbarium.
2. Read and discuss the Facts About Cremation sheet.
3. Class should organize a debate on the pros and cons of cremation.
4. Present debate on cremation.
5. Brainstorm and list on the chalkboard jobs associated with death which may be eliminated if cremation was practiced exclusively.
6. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussions.
2. Participating in debate related to cremation.
3. Completing the Student Attitude Sheet.

Facts About Cremation

Definitions

Cremation - the act or process of burning a dead body
Cremator - a person who cremates bodies
Crematory - 1. a furnace for cremating dead bodies
2. a building containing a furnace for cremating dead bodies
Columbarius - a vault with niches for urns that contain the ashes of cremated bodies.

History of Cremation

There is evidence that cremation was practiced in prehistoric times. Among the upper social classes in ancient Rome and Greece, cremation was commonly practiced.

Cremation acquired negative connotations when Roman authorities cremated the bodies of Christian martyrs as a method which they believed would prevent the victim's resurrection from the dead. In Western culture, cremation was used only in emergency situations such as natural disasters or plagues for nearly 15 centuries.

During the nineteenth century, many countries began to reinstitute the practice of cremation. This was due largely to problems of land use.

Japan has the largest number of cremations. Approximately 75% of the people in Japan who die each year are cremated. In the United States, only 5% of the people who die are cremated.

Religious Considerations

Religious groups have different beliefs related to cremation. Earth burial was practiced in ancient Judaism. Cremation was used only to dispose of large numbers of bodies after a disaster.

Early Christians followed the practice of earth burial. Cremation became associated with paganism when Roman authorities cremated the bodies of Christian martyrs. Although cremation was not widely practiced in the early days of Christianity, there is no biblical forbiddance against cremation.

The Roman Catholic church currently allows cremation, but recognizes earth burial as preferred.

Most Protestant denominations allow cremation and recognize the individual's and family's rights in determining this matter. Conservative Protestant churches may prohibit cremation due to a literal interpretation of the resurrection of the body.

The Orthodox Judaism tradition opposes cremation while Reformed Judaism poses no opposition to cremation.

Legal Considerations

There are procedures established which must be followed to obtain certification of death and approval for cremation. If there is a possibility of foul play associated with a death or if there is question about the cause of a death, cremation cannot take place.

Other legal considerations involve a deceased person's wishes with respect to cremation expressed either orally or in written form before death. Some people arrange their wills so that all inheritance depends on whether or not their wishes are carried out after their deaths. The body of a deceased person is usually regarded as being under the control of the next of kin.

Some states have laws prohibiting the scattering of ashes of persons who have been cremated other than in places specifically designed for that purpose.

Financial Considerations

Costs associated with cremation vary according to the arrangements desired by the family. Cremation usually involves basically the same costs as earth burial. The cost of the actual cremation may range from $40 to $200 or more. Many family members of the deceased person prefer to keep the ashes in an urn. Urns range in price from $100 to over $500. Costs may also be involved in transporting a body to a crematory.

The Cremation Process

After the decision has been made to cremate a person's body, the body is transported to a crematory in a casket or other suitable container. The casket or container is placed into a specially designed furnace which is fired by oil, gas, or electricity. It takes approximately one hour for the body and the casket to be reduced to several pounds of ashes. A wooden casket will usually be consumed completely and the ashes which remain are mostly from the bones of the person. When a metal casket is used, the body burns within the casket. The ashes of the body are removed from the metal casket and the casket is disposed of.

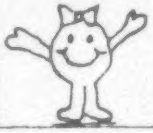
The cremator removes the ashes from the furnace, carefully identifies the ashes, and cleans the furnace prior to the next cremation. Ashes are then disposed of as the family desires.

Name ____________________

Occupational Cluster Personal Service - Cremator

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Defining terms					
Reading about cremation					
Debating on the topic of cremation					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

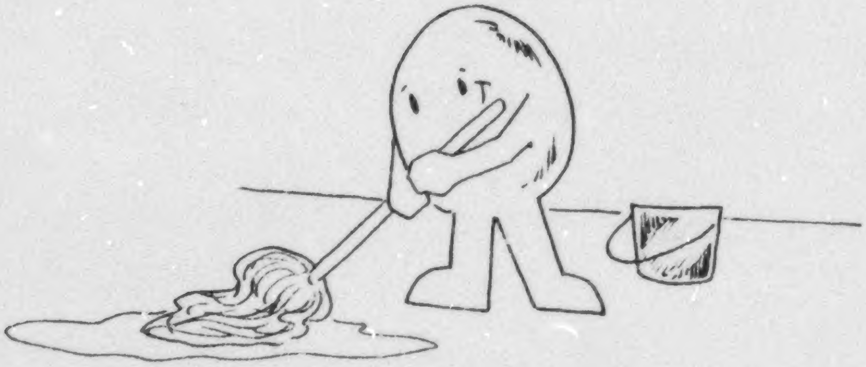
Comments ____________________

CAREER INFORMATION SHEET

JOB TITLE: Custodian DOT CODE: 382.664-010

DUTIES:	Custodians or cleaners are responsible for the care and maintenance of a variety of buildings such as apartment houses, hospitals, office buildings, and manufacturing plants. Some of their specific duties may include washing floors, cleaning offices and hallways, tending furnaces to insure proper heating, maintaining plumbing facilities, eliminating rodents and insects, removing refuse, and repairing minor damages to the building.
WHERE EMPLOYED:	Custodians commonly work for hospitals, office and apartment buildings, hotels, factories, and schools. Some may even advance to supervisory positions.
EMPLOYMENT OUTLOOK:	Custodians' employment opportunities are expected to be good through the 1980's. Construction of new office buildings, hospitals, and apartment houses should cause employment of custodians to grow about as fast as the average for all occupations. Persons seeking part-time or evening work can expect to find many opportunities.
EDUCATION AND TRAINING:	No special educational requirements exist, but shop courses in high school may help in training for the variety of tasks. School courses in mathematics and industrial arts may also be helpful. Most skills are obtained through on-the-job training. A high school diploma should increase the chances for advancement. Usually on-the-job training will last from 1 to 3 months.

SPECIAL QUALIFICATIONS:	A person interested in custodian work should have good eye-hand coordination, manual dexterity, and the ability to perform routine work. The work may also include lifting up to fifty pounds, climbing, balancing, kneeling, stooping, crawling, reaching, handling, and feeling.
EARNINGS AND ADDITIONAL BENEFITS:	Wages vary with the organization for which a custodian is working. Hourly earnings range from the minimum wage to $7.00 or more. The average salary per year is at least $10,000. Fringe benefits may include vacations with pay, health and life insurance, and some type of retirement program.
WORKING CONDITIONS AND LIFESTYLES:	Working conditions are usually pleasant and the work is relatively safe, but custodians may experience minor cuts and bruises from working with machines and equipment. The working hours are customarily during weekdays and 35-40 hours per week. There may be occasional overtime and some shift work and possibly frequent night work.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Commercial

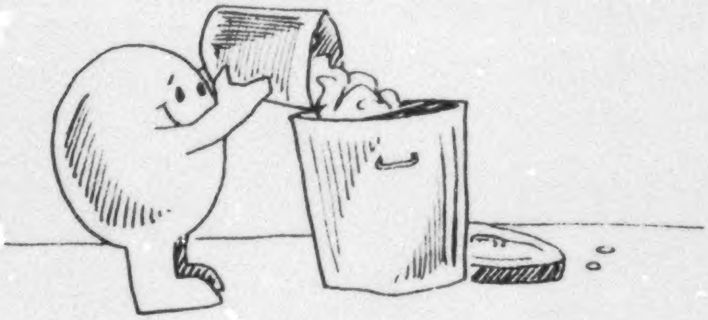
REPRESENTATIVE JOB TITLES:		
	Custodian	382.664-010
	Cleaner, Industrial	381.687-018
	Cleaner, Commercial or Institutional	381.687-014

OCCUPATIONAL TASK: Exploring custodial work

OCCUPATIONAL COMPETENCY: Identifying shifts which custodians work

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Custodial Work Shifts
3. Student Attitude Sheet



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize some of the duties performed by custodians.
2. Identify ways people are affected by the shifts which they work.

LEARNING ACTIVITIES

1. Read and discuss the Career Information Sheet.
2. Brainstorm and list some of the duties which the custodian in your school performs.
3. Complete the worksheet on Custodial Work Shifts.
4. Discuss the worksheet.
5. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

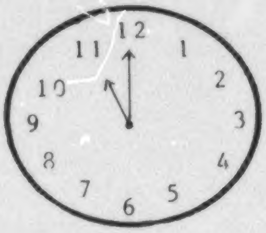
Your evaluation will consist of:

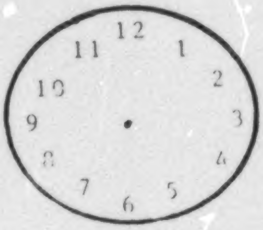
1. Reading and discussing career information.
2. Completing the worksheet.
3. Completing the Student Attitude Sheet.

Custodial Work Shifts

Many companies employ custodians on three work shifts. Three different groups of custodians go to work at three different times during a 24-hour period. Custodians on the night shift usually receive a little more pay than those on the day shifts. The shifts are 3:00 p.m. to 11:00 p.m., 11:00 p.m. to 7:00 a.m., and 7:00 a.m. to 3:00 p.m.

Look at the first clock in each row. Under the clock, write which shift is starting work. On the second clock, indicate the time which that shift finishes work. Write the finishing time under the clock. Be sure to show whether it is a.m. or p.m. Answer the questions about the shifts.





__________ to __________ shift   Finish at __________

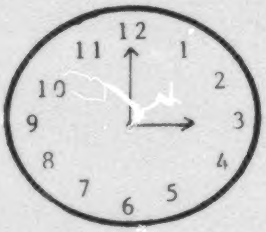
1. When would a person working this shift probably sleep?

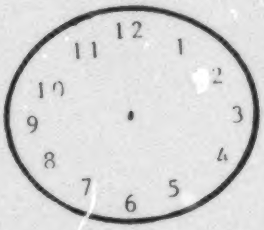
____

2. How would the family of a person who worked this shift be affected?

____

____

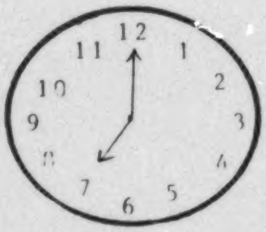


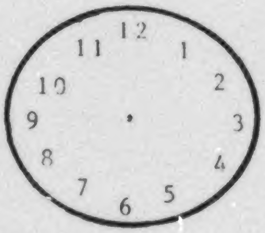


__________ to __________ shift   Finish at __________

3. Would a person working this shift be able to belong to an evening hobby group that meets twice weekly?

____





__________ to __________ shift Finish at __________

4. Which would be the best shift for a young person who is dating steady?

__________ to __________

5. Which shift would you prefer to work?

__________ to __________

Briefly explain why you selected that shift.

____

____

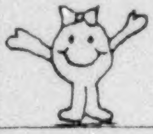
____

Name ______________________________

Occupational Cluster Personal Service - Custodian

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Discussing career information					
Completing worksheet					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Dog Groomer   DOT CODE: 418.674-010

DUTIES: A dog groomer combs, clips, trims and shapes dogs' coats according to various grooming techniques and styles. S/he must be able to follow written or oral instruction to determine the clipping pattern desired. The groomer places the dog on the grooming table and fits a collar on the animal so it does not move. Having determined the cutting pattern, the groomer uses electric clippers, comb, and barber shears to shape the coat. S/he also talks to the animal or uses other techniques to calm the dog. Additional duties are trimming and shaping toenails using scissors and clippers and cleaning animal's quarters.

WHERE EMPLOYED: Dog groomers are employed by pet stores, circuses, or boarding kennels.

EMPLOYMENT OUTLOOK: This occupation seems stable in all parts of the country but is usually confined to metropolitan or city areas. There may be a slight increase because of the growth in people keeping pets as companions.

EDUCATION AND TRAINING: Although there are no formal educational requirements for becoming a dog groomer, a high school diploma is often desirable. High school courses in the sciences, especially biology, should be helpful.

SPECIAL QUALIFICATIONS: Dog grooming requires finger and manual dexterity, good coordination, the ability to adjust to routine work, physical stamina, and a liking for animals.

EARNINGS AND ADDITIONAL BENEFITS:	The national average salary is approximately $15,000 per year, but areas in which the work is performed may pay less money. Beginning dog groomers are paid minimum wages.
WORKING CONDITIONS AND LIFESTYLES:	Work is performed in pet stores, circuses, or kennels. Working hours are normally five to six days a week for eight hours a day. There is a slight chance of danger from injury, disease, and infection from animals being cared for.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Commercial

REPRESENTATIVE JOB TITLES:

Dog Groomer	418.674-010
Dog Bather	418.677-010
Pet Shop Attendant	410.674-010

OCCUPATIONAL TASK: Exploring duties of a dog groomer

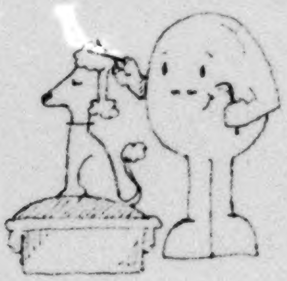
OCCUPATIONAL COMPETENCY: Identifying breeds of dogs

RESOURCES and/or MATERIALS

1. Career Information Sheet
2. Breeds of Dogs Flash Cards (teacher-made)
3. Word Search Puzzle - Breeds of Dogs
4. Student Attitude Sheet

(Optional)

5. *Dictionary of Occupational Titles*
6. *Your Career In Animal Services*, 1977, Arco Publishing Company, Inc.
7. "Animal-Related: The Real Story", December, 1981, *Career World*
8. *Consumer, Homemaking and Personal Services*, 1979



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. List some duties and responsibilities of a dog groomer.
2. Identify breeds of dogs.
3. Determine your interest in the work performed by a dog groomer.

LEARNING ACTIVITIES

1. Discuss the duties and responsibilities of a dog groomer.
2. Identify breeds of dogs using Breeds of Dogs Flash Cards.
3. Complete the Word Search Puzzle - Breeds of Dogs.
4. Respond to the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion of the duties and responsibilities of a dog groomer.
2. Identifying some breeds of dogs.
3. Completing the Word Search Puzzle - Breeds of Dogs.
4. Completing the Student Attitude Sheet.

WORD SEARCH PUZZLE

Breeds of Dogs

A dog groomer must be familiar with breeds of dogs and grooming techniques suitable to their physical characteristics. The American Kennel Club (AKC) recognizes and registers 122 breeds of purebred dogs. Locate and circle the breeds listed in the left margin.

1. AFGHAN
2. BASSET
3. COLLIE
4. DACHSHUND
5. DANE
6. GRIFFON
7. HUSKY
8. MALAMUTE
9. MALTESE
10. MASTIFF
11. NEWFOUNDLAND
12. PUG
13. ROTTWEILER
14. SAMOYED
15. SPANIEL

C X A B D K Q I S T F O N W V
A H W H V G U B I Y J H O Y N
E I B W C P S N C O L L I E U
Q J I X K U O K E Z B X W W X
R T G D P T Y F J R K F E G P
Y S P A N I E L H L O D V B T
S A H C Q F R C D U J I U N M
P M J H A G S G N D S S F R A
C O D S F U G D E E L K J O I
M Y Z H D V L C W R H F Y E E
G E P U P A I E C O Z P E Q L
R D O N N N O B D T M A P B V
I F G D O G M A S T I F F D H
F Z Q G Q A A F X W D G U P Y
F R R H N C T H M E K H J T M
O H C M D A Q K O I L A G M I
N P R D B I L I J L N N V L S
C K M A L A M U T E F Z A D O
S S L N I K S B Y R E Z K K C
L V H E B B Y S Q X J N W L X
N T T H B X U G E Y X R B Y E
A N C W F V M A L T E S E A J

WORD SEARCH PUZZLE - KEY

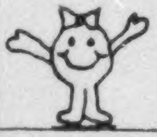
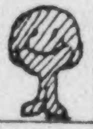
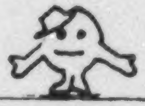
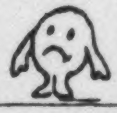
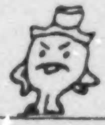
C	X	A	B	D	K	Q	I	S	T	F	O	N	W	V
A	H	W	H	V	G	U	B	I	Y	J	H	O	Y	N
E	I	B	W	C	P	S	N	C	O	L	L	I	E	U
Q	J	I	X	K	U	O	K	E	Z	B	X	W	W	X
R	T	G	D	P	T	Y	F	J	R	K	F	E	G	P
Y	S	P	A	N	I	E	L	H	L	O	D	V	B	T
S	A	H	C	Q	F	R	C	D	U	J	I	U	N	M
P	M	J	H	A	G	S	G	N	D	S	S	F	R	A
C	O	D	S	F	U	G	D	E	E	L	K	J	O	I
M	Y	Z	H	D	V	L	C	W	R	H	F	Y	E	E
G	E	P	U	P	A	I	E	C	O	Z	P	E	Q	L
R	D	O	N	N	N	O	B	D	T	M	A	P	B	V
I	F	G	D	O	G	M	A	S	T	I	F	F	D	H
F	Z	Q	G	Q	A	A	F	X	W	D	G	U	P	Y
F	R	R	H	N	C	T	H	M	E	K	H	J	T	M
O	H	C	M	D	A	Q	K	O	I	L	A	G	M	I
N	P	R	D	B	I	L	I	J	L	N	N	V	L	S
O	K	M	A	L	A	M	U	T	E	F	Z	A	D	O
S	S	L	N	I	K	S	B	Y	R	E	Z	K	K	C
L	V	H	E	B	B	Y	S	Q	X	J	N	W	L	X
N	T	T	H	B	X	U	G	E	T	X	R	B	Y	E
A	N	C	W	F	V	M	A	L	T	E	S	E	A	J

Name ______________________________

Occupational Cluster Personal Service - Dog Groomer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Discussion of duties and responsibilities					
Identifying breeds of dogs					
Completing Word Search Puzzle					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Embalmer — **DOT CODE:** 338.371-014

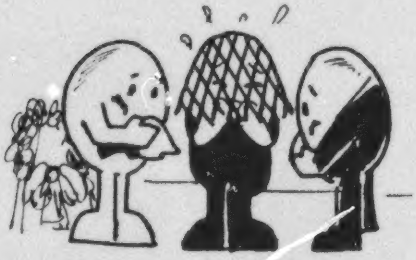
DUTIES: An embalmer prepares bodies for burial according to the legal requirements. S/he must wash and dry the body, insert convex celluloid or cotton between the eyeball and eyelid to provide support. The embalmer must also press the diaphragm to release air from the lungs and then pack the body openings with cotton to prevent escape of gas or waste matter. S/he pumps the blood from the circulatory system and replaces the blood with embalming fluid. The embalmer applies cosmetics to give the body a lifelike appearance. Other duties may include arranging funeral details, maintaining records, and supplying services to the family of person being embalmed.

WHERE EMPLOYED: Embalmers are employed by funeral homes, but it is also possible to own and direct their own funeral home. Employment is also available at morgues and hospitals.

EMPLOYMENT OUTLOOK: Little change in the employment of embalmers is expected through the 1980's. The demand for embalmers will rise as the population grows and deaths increase. Most funeral homes will be able to meet the increased demand without expanding the employment.

EDUCATION AND TRAINING: Embalmers must have a high school diploma, they must graduate from a mortuary science school, and they are required to pass a State Board examination for a license. Such courses as biology, chemistry, and speech would be helpful. Embalmers

	must also serve an apprentice program which lasts approximately one or two years.
SPECIAL QUALIFICATIONS:	An embalmer must be 21 years old, have finger-manual dexterity, and eye-hand coordination. Important personal traits are composure, tact, and the ability to communicate easily with the public. S/he should also have the desire and ability to comfort people in their time of sorrow.
EARNINGS AND ADDITIONAL BENEFITS:	Wages vary with the position in the funeral home. Directors can earn $200 to $300 a week. Managers can earn between $10,000 and $16,000 a year, and many owners earn more than $20,000. Apprentices earn between $3.35 and $5.60 an hour.
WORKING CONDITIONS AND LIFESTYLES:	Work is performed in funeral homes, morgues, or hospitals. Work is typically 8 hours a day, 5 or 6 days a week. Some employees work shifts, nights one week, days the next week. Occasionally, embalmers may come into contact with contagious diseases but the possibility of their becoming ill is remote, even less likely than for a doctor or nurse.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Commercial

REPRESENTATIVE JOB TITLES:

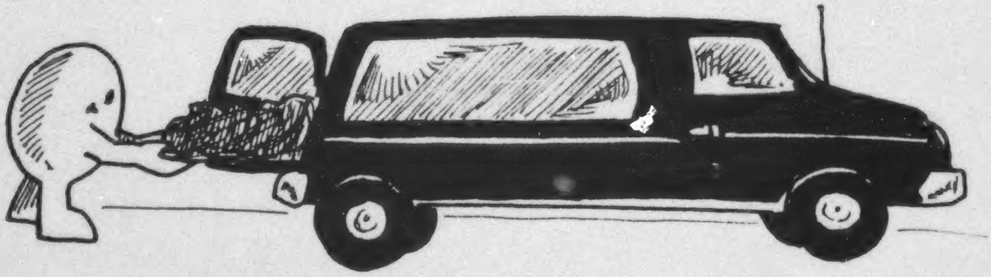
Embalmer	338.371-014
Director, Funeral	187.167-030
Cremator	359.685-010

OCCUPATIONAL TASK: Understanding the duties of an embalmer

OCCUPATIONAL COMPETENCY: Identifying interests related to embalming

RESOURCES and/or MATERIALS

1. Embalmer Fact Sheet
2. Embalmer Interest and Ability Sheet
3. Embalmer Crossword Puzzle



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Identify responsibilities of an embalmer.
2. Determine your interests related to embalming.

LEARNING ACTIVITIES

1. Read and discuss Embalmer Fact Sheet.
2. Complete the Embalmer Interest and Ability Sheet.
3. Complete the Embalmer Crossword Puzzle.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing the Embalmer Interest and Ability Sheet.
2. Completing the Embalmer Crossword Puzzle.
3. Completing the Student Attitude Sheet.

EMBALMER FACT SHEET

The embalmer prepares the body for viewing and burial. In many instances, one person performs the duties of embalmer and funeral director.

Embalming is a sanitary, preservative, and cosmetic measure. It is a service offered at funeral homes for the public in their own community.

High school students can start preparing for a career in this field by taking courses in biology, chemistry, and speech. Students may find a part-time or summer job in a funeral home.

Apprentices in embalming work under the guidance of experienced embalmers and directors. An apprenticeship usually lasts one or two years and may be served before, after, or during the time one attends mortuary school, depending on State regulations.

State board examinations consist of written and oral tests and actual demonstration of skills. After passing the examination and meeting other requirements, apprentices receive a license to practice.

Pride in good workmanship is essential for continued success in this career. Few occupations require the tact, discretion, and compassion called for in the work of funeral directors and embalmers.

EMBALMER INTEREST AND ABILITY SHEET

Write YES or NO to indicate your response to the question listed below.

_____ 1. Are you interested in the mysteries of the human body?

_____ 2. Are you artistic?

_____ 3. Do you like working with your hands?

_____ 4. Are you interested in taking health science classes?

_____ 5. Do you enjoy studying biology, chemistry, and/or anatomy?

_____ 6. Is your health good?

_____ 7. Are you color blind?

_____ 8. Do you enjoy working with all kinds of people?

_____ 9. Do you like to comfort those in sorrow?

_____ 10. Can you express yourself well orally?

_____ 11. Would you like providing a service to your community?

_____ 12. Does the thought of working with dead bodies bother you?

_____ 13. Would you be willing to work irregular and/or extra hours?

_____ 14. Could you be dedicated to this type of work and give it top priority?

EMBALMER CROSSWORD PUZZLE

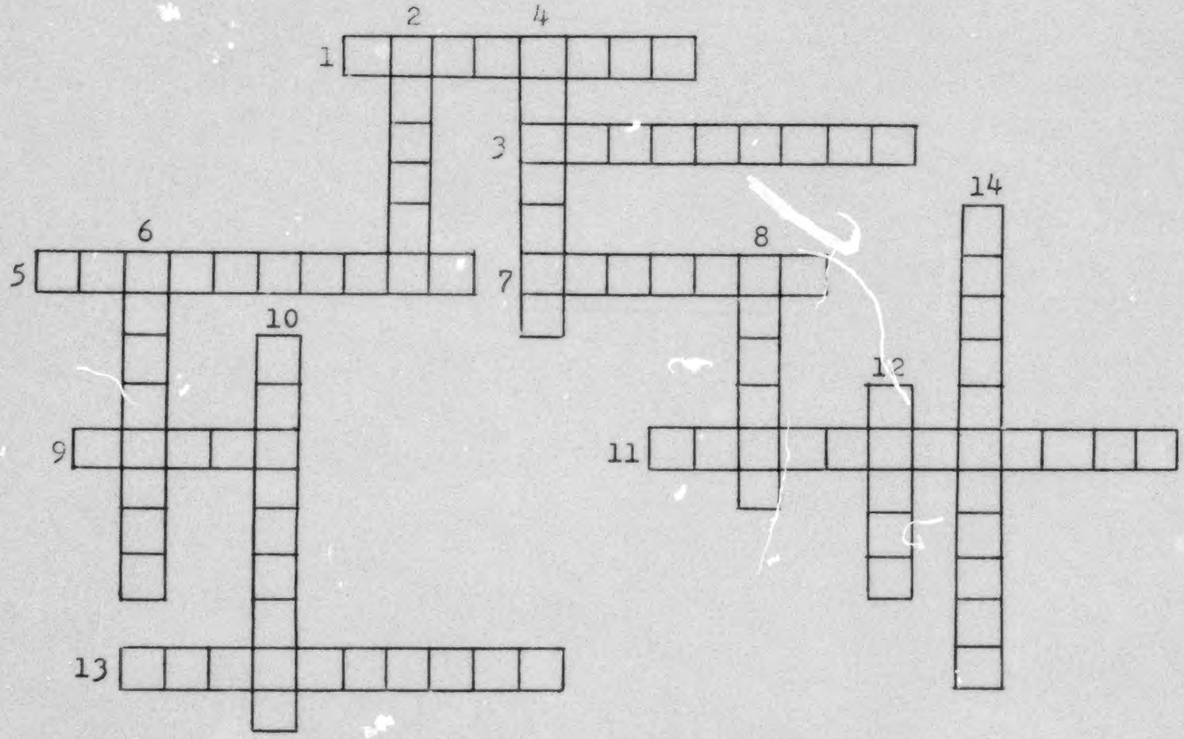
ACROSS

1. An ___________ prepares the body for viewing.
3. The body is given a natural appearance by the use of ___________.
5. ___________ features may need to be restored.
7. An embalmer must graduate from a mortuary ___________ school.
9. ___________ board examinations are required.
11. The embalming process replaces the blood with a ___________ fluid.
13. Serving as an ___________ usually lasts 1 or 2 years.

DOWN

2. An embalmer may be employed in a ___________.
4. A ___________ is needed to practice embalming.
6. Embalming is a __________ measure.
8. The body is placed in a ___________.
10. A high school preparation class is ___________.
12. ___________ in workmanship is essential.
14. State ___________ for apprenticeship may vary.

EMBALMER CROSSWORD PUZZLE


2
4
1
3
14
6
8
5
7
10
12
9
11
13

EMBALMER CROSSWORD PUZZLE - KEY

ACROSS

1. Embalmer
3. Cosmetics
5. Disfigured
7. Science
9. State
11. Preservative
13. Apprentice

DOWN

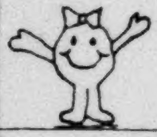
2. Morgue
4. License
6. Sanitary
8. Casket
10. Chemistry
12. Pride
14. Regulations

Name ______________________________

Occupational Cluster Personal Service - Embalmer

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Completing Interest and Ability Sheet					
Completing Crossword Puzzle					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Funeral Director   DOT CODE. 187.167-030

DUTIES:

The funeral director's duties are many and varied. They include: arranging for deceased to be transported to funeral home, obtaining information needed for death certificate (date and place of birth, cause of death, etc.), interviewing family to discuss funeral details including time and place of service, clergy and organist, selection of casket and clothing, and arrangements for burial or cremation, and making arrangements with cemetery. S/he places obituary notices in newspapers, prepares body for embalming by washing with germicidal soap, embalms body with a preservative fluid, and applies cosmetics to give body a natural appearance. Occasionally, s/he may restore disfigured features. After the body is dressed, it is placed in the casket.

The funeral director organizes the funeral procession, directs placement of casket in parlor, adjusts lights, fixtures, and floral displays. S/he ushers in visitors and is available to family members during viewing of the body. S/he directs placement and removal of casket in hearse. S/he may have to prepare body for interment and/or direct preparations and shipment of body for out-of-state burial. Finally, they may help family file claims for social security, insurance, and other benefits.

WHERE EMPLOYED:

These workers are employed in funeral homes, morgues, and hospitals.

EMPLOYMENT OUTLOOK:	In the employment outlook, little change is expected. Many secure promise of employment before entering a program. Demand will rise as population grows and deaths increase. No expansion of business will be necessary to meet this demand.
EDUCATION AND TRAINING:	A license is required to practice embalming and all but six states require funeral directors to be licensed. S/he must be 21 years old, have a high school diploma, graduate from mortuary science school, serve an apprenticeship, and pass a State Board exam. Some college training may be an additional requirement of some states. Written and oral tests as well as actual demonstration of skills make up the State Board examination.
SPECIAL QUALIFICATIONS:	Persons aspiring to be funeral directors should be of good moral character, be emotionally stable and mature, and have a poised and dignified manner. They should have a sincere desire to help people in time of need, and be sympathetic and understanding.
EARNINGS AND ADDITIONAL BENEFITS:	Earnings for funeral directors vary depending on extent of services provided, position in the business, and size and location of the business. Apprentices earn an hourly wage while owners and managers receive yearly incomes.
WORKING CONDITIONS AND LIFESTYLES:	Usually a regular work schedule consists of eight hours a day, five or six days a week; however, "on call" at all times. Overtime may occasionally be necessary and in large businesses, some employees may work shifts rotating between evenings one week and days the next. In smaller establishments, hours may be irregular and long.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Commercial

REPRESENTATIVE JOB TITLES:		
	Funeral Director	187.167-030
	Embalmer	338.371-014

OCCUPATIONAL TASK: Exploring the duties of a funeral director

OCCUPATIONAL COMPETENCY: Assisting people in pre-planning a funeral

RESOURCES and/or MATERIALS

1. Copies of Worksheets #1, #2, #3, and #4.
2. Copies of Student Attitude Sheets.
3. Optional: National Funeral Directors Association of the United States, Inc., 135 W. Wells St., Milwaukee, WI 53203

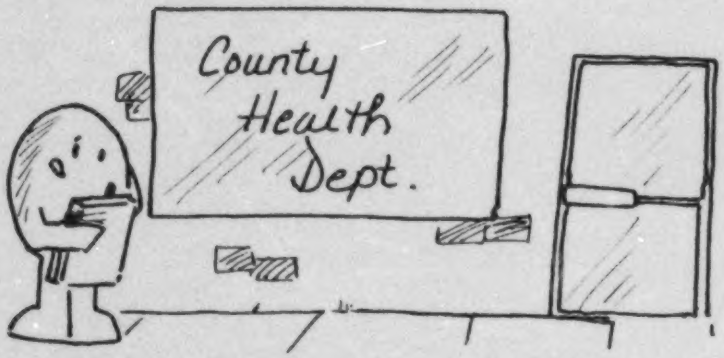
LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Become more familiar with the work of a funeral director.
2. Gain insight with respect to a death certificate.
3. Better determine if this type of work would be interesting to you.

LEARNING ACTIVITIES

1. Talk with an official at your local health department to discover his/her role in the handling of all local deaths.
2. Visit and interview a local funeral director.
3. Pre-plan your funeral using Worksheet #3.
4. Using modeling clay, determine your creative potential at restoring disfigured body parts by following the instructions on Worksheet #4.
5. Complete the Student Attitude Sheet.



EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussion.
2. Completing Worksheets #1, #2, #3, and #4.
3. Completing the Student Attitude Sheet.

WORKSHEET #1

Call or visit your local health department to answer these questions:

1. Who is the county coroner in your area?
2. What are his/her duties?
3. What factors are used to determine death has taken place?
4. When, if ever, is the State Coroner called in? Where is that office located?
5. Who completes the death certificate?
6. Where is the death certificate filed and records of deaths kept?
7. What makes a death certificate a valid and legal document for use as proof of death?
8. What health department rules must be followed when transporting, handling, and burying a deceased person?
9. When is embalming required by law?
10. Can a deceased person be buried somewhere other than in an established cemetery? Under what conditions?
11. Are there rules governing what can and can not be done with the ash remains of those who have been cremated?
12. What is the cost of an official copy of a death certificate?

Your own questions:

WORKSHEET #2

Visit and interview a local funeral director or embalmer. If possible, arrange to work at the funeral home part-time or visit there when people are paying their respect to the dead.

What are his/her duties?   Hours?   Training?

Role play a session as a family member making arrangements for the funeral director's services.

Examine caskets and vaults comparing features and price.

How are cremation requests handled?

Who opens and closes the casket?   The grave?

What is the average price of a cemetery lot?

Examine a copy of a death certificate. What types of information are requested?

Who else, besides the funeral director, must fill in parts of the death certificate?

What personal qualities must a funeral director have?

Did you feel uncomfortable while visiting in the funeral home?

Your own questions:

WORKSHEET #3

A new trend finding popularity among the middle-aged is that of pre-planning their own funeral.

To understand this procedure, pre-plan your funeral by visiting a local funeral director.

Make a list of all the decisions you had to make in the space below:

How do you personally feel about this idea of pre-planning your own funeral?

What are the advantages and disadvantages of this custom?

What happens to the money paid for pre-arranged funerals?

How are price increases covered in pre-planned funerals?

WORKSHEET #4

Funeral directors and embalmers are generally called on to restore facial features or hands of accident victims when an open casket is required by the victim's family. Cosmetic restoration of a human body part takes artistic talent and finger dexterity.

Determine how much potential you have for this job by using modeling clay to create:

a finger
an ear
a nose
an entire hand
a face

Ask your art teacher or a local funeral director for assistance if needed.

Evaluate your results:

Does it look natural?

Is it in correct proportion to the rest of the body?

Was this a difficult assignment for you? If yes, in what way?

Does the idea of restoring a body part upset you in any way?

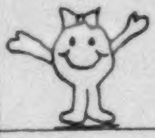
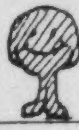
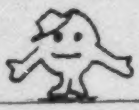
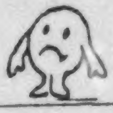
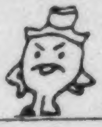
Does it appear that with proper training you could do satisfactory restoration work?

Name ______________________________

Occupational Cluster Personal Service - Funeral Director

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it 
Interviewing local health official					
Visiting a funeral home					
Interviewing a funeral director					
Preplanning your funeral					
Sculpting body parts					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Janitor DOT CODE: 382.664-010

DUTIES:	Janitors keep buildings clean and orderly. They tend furnaces, air conditioners, and boilers to provide heat, cool air, and hot water for tenants. Other duties include sweeping and mopping hallways and stairs; emptying tenants' trash and garbage containers; performing routine painting, plumbing, electrical wiring, and other related maintenance activities. Janitors notify management concerning needed repairs and safety hazards. They may also caution tenants regarding complaints about excessive noise, disorderly conduct, or misuse of property.
WHERE EMPLOYED:	Janitors are employed in office buildings, apartment complexes, factories, colleges and universities, hospitals, churches, recreation facilities, and hotels. These jobs can usually be found in all cities and towns. They may also be employed by commercial building cleaning contractors.
EMPLOYMENT OUTLOOK:	Employment opportunities in this field are expected to be good through the 1980's. Persons seeking part-time or evening work should find many opportunities.
EDUCATION AND TRAINING:	There are no educational requirements for janitors. However, janitors should be able to do simple arithmetic and follow instructions. Most janitors learn their skills on the job. High school shop courses may be helpful for performing minor repairs and carpentry work.

SPECIAL QUALIFICATIONS:	Janitors should be healthy and physically able to perform the required tasks. It is important that janitors be tactful and courteous.
EARNINGS AND ADDITIONAL BENEFITS:	The earnings of janitors vary depending upon the place of employment and the experience of the janitor. Beginning janitors are usually paid minimum wage earnings or slightly higher. Fringe benefits vary with the employer and frequently include vacations with pay, health and life insurance, and a retirement plan.
WORKING CONDITIONS AND LIFESTYLES:	Since most buildings are cleaned while they are empty, janitors may be required to work evenings. Janitors usually work inside buildings, but some outdoor work may be involved. They may experience minor cuts, burns, and bruises from working with equipment, machines, and hand tools. The employer may require that uniforms be worn.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Commercial

REPRESENTATIVE JOB TITLES:

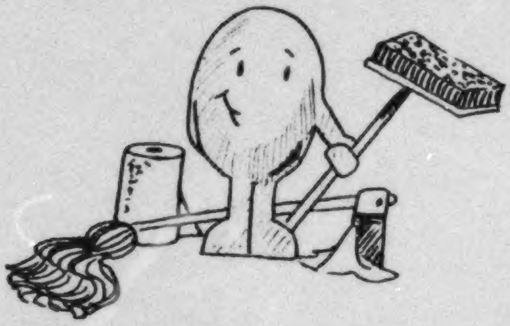
Janitor	382.664-010
Supervisor, Janitorial Services	381.137-010
Cleaner	381.687-014

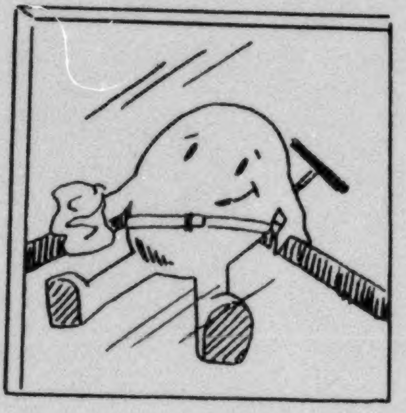
OCCUPATIONAL TASK: Exploring the work of a janitor

OCCUPATIONAL COMPETENCY: Cleaning windows

RESOURCES and/or MATERIALS

1. Worksheet A
2. Student Attitude Sheet
3. Bucket and water
4. Window-cleaning solution
5. Squeegee
6. Sponge
7. Cloths or paper towels





LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize procedures used to clean windows.
2. Determine your interests in this type of work.

LEARNING ACTIVITIES

1. Interview your school's janitor to determine the duties involved in his/her job.
2. Clean a window in your classroom by reading the directions on Worksheet A.
3. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in cleaning windows.
2. Completing the Student Attitude Sheet.

WORKSHEET A

Janitor

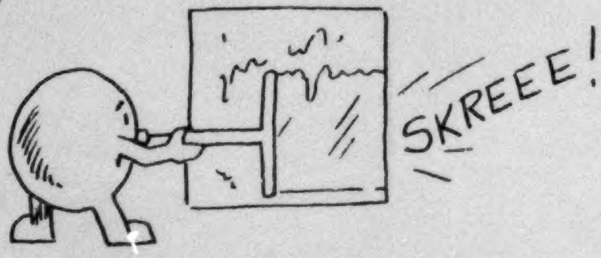
You are employed as a janitor by the Clear-View Apartment Complex. As you look at your schedule of work assignments for this evening, you see that the windows in Mr. Gazer's apartment are to be cleaned.

To clean the windows, you should gather all your supplies and equipment needed to perform the task. You will need a bucket of clean water, window cleaning solution, a squeegee, a sponge, and clean cloths or paper towels. Now you are ready to go to Mr. Gazer's apartment and clean the windows.

Upon entering the apartment, check to see if any furniture, plants, etc. will need to be moved before you can clean the windows.

Read the instructions on the cleaning solution carefully because the proper use of cleaning supplies is a part of your job. Check the window sills and if necessary wash off any dirt, ashes, etc. Spray the cleaning solution onto the glass. Using the squeegee, wipe the window cleaner from the window.

Position the squeegee in the upper left hand corner and pull across the window horizontally to the right hand corner. Then turn the squeegee and pull down vertically to the bottom right hand corner.

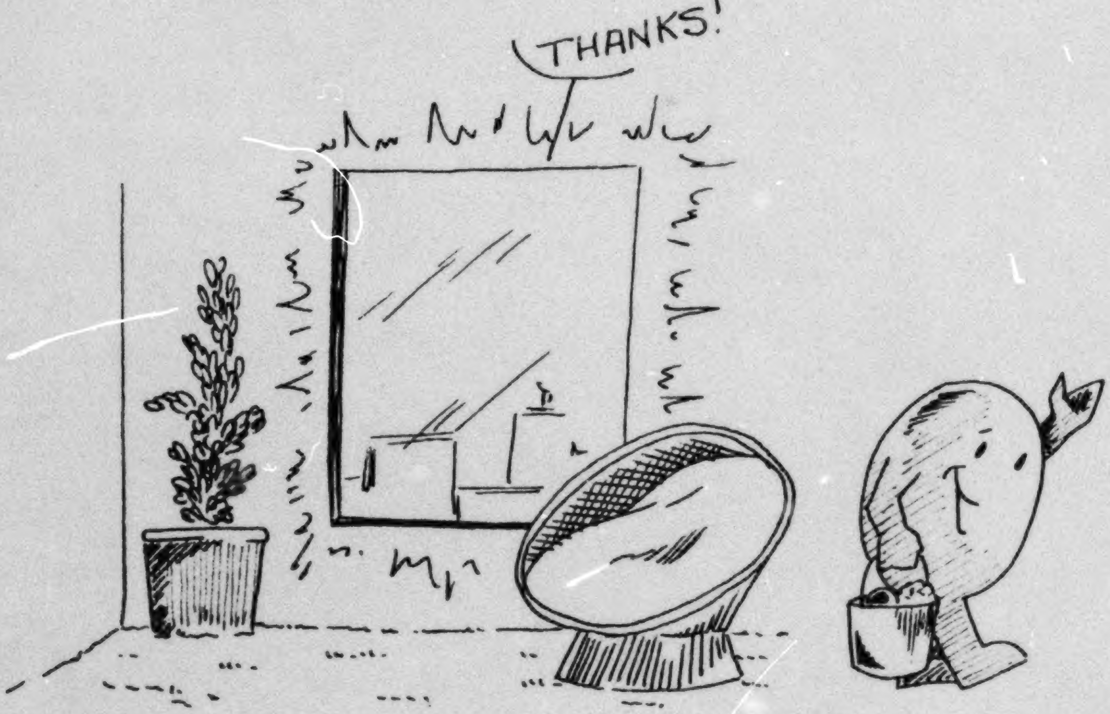


WORKSHEET A (Continued)

Continue this procedure until the window is wiped clear of any cleaner. It may be necessary to wipe away any streaks with one of the clean cloths or paper towels.

If any of the windows are too small to clean with the squeegee, you will have to use the sponge in place of the squeegee.

Once all windows are cleaned, move any furniture, etc. back to its original position. After gathering all your supplies, leave the apartment and go to your next cleaning assignment.

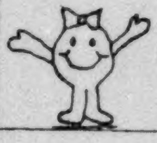


Name ______________________________

Occupational Cluster Personal Service - Janitor

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Interviewing the janitor					
Cleaning a window					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Manager, Cemetery DOT CODE: 187.167-074

DUTIES: A cemetery manager directs the cemetery program and coordinates activities of workers engaged in providing burial services and maintaining cemetery grounds. The manager formulates and administers cemetery policy and services under the authority of the governing board; analyzes and coordinates budget estimates and regulates expenditures; interviews and hires job applicants; and directs activities of clerical staff and other workers engaged in burial services, landscaping, or maintenance of cemetery grounds. S/He arranges details such as site of burial, digging of grave or opening of crypt, and placement of equipment and protective covering with funeral directors or other officials for burial services. Supervising the sales staff is also a function performed by a cemetery manager.

WHERE EMPLOYED: Managers are employed at cemeteries owned by cities, towns, corporations, and private citizens. Cemeteries are located in almost all communities. However, small cemeteries usually do not hire managers.

EMPLOYMENT OUTLOOK: The employment of cemetery managers should remain steady. Positions will arise as new cemeteries are established and from the need to replace managers who leave the field for various reasons.

EDUCATION AND TRAINING: The educational requirements vary with the employer. A high school education is usually the minimum requirement. Some large cemeteries hire only college graduates with degrees in management, business, or a related field. Courses which may be helpful include English, math, business, typing, and bookkeeping.

SPECIAL QUALIFICATIONS: A manager of a cemetery must be able to work effectively with the public and with employees. It is essential that s/he possess good communication skills. The manager must be dependable and present a neat appearance when dealing with the public. Physical stamina is required for working outdoors under varying weather conditions. Knowledge of landscaping techniques is also important.

EARNINGS AND ADDITIONAL BENEFITS: The earnings of cemetery managers vary according to the size of the cemetery and the employer. Managers employed by large cemeteries may earn between $15,000 and $25,000 a year. Most employers provide fringe benefits such as health and life insurance, vacations with pay, sick leave, and a retirement plan.

WORKING CONDITIONS AND LIFESTYLES: Cemetery managers work both indoors and outdoors under varying weather conditions. They supervise the work of employees engaged in grave digging and maintaining cemetery grounds during all seasons of the year. Managers also spend time in offices completing records and business transactions. Most cemetery managers work more than 40 hours a week. Weekend work is often involved.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Commercial

REPRESENTATIVE JOB TITLES:

Manager, Cemetery	187.167-074
Cemetery Worker	406.684-010
Funeral Attendant	359.677-014

OCCUPATIONAL TASK: Exploring the work of a cemetery manager

OCCUPATIONAL COMPETENCY: Designing a promotional ad for a cemetery

RESOURCES and/or MATERIALS

1. Telephone book(s)
2. Local map
3. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Become more familiar with the work of a manager of a cemetery.
2. Determine your interests in this type of work.

LEARNING ACTIVITIES

1. Read and discuss the Career Information Sheet.
2. Using a local map, determine the locations of cemeteries in your area.
3. Examine the pictorial ads for cemeteries in the yellow pages of a telephone book.
4. On an 8½ x 11 inch sheet of unlined paper, design an ad for a cemetery to be used in a newspaper, telephone book, or on a sales brochure.
5. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussions.
2. Designing an ad for a cemetery.
3. Completing the Student Attitude Sheet.

Name ______________________________

Occupational Cluster Personal Service - Manager, Cemetery

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading and discussing career information					
Locating cemeteries on a map					
Designing an ad for a cemetery					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Psychiatrist DOT CODE: 070.107-014

DUTIES: A psychiatrist studies, diagnoses, and treats mental, emotional, and behavioral disorders. S/he obtains information on patients' family, medical and mental history, and onset of symptoms. A psychiatrist determines the nature and extent of mental disorders and plans treatment programs. S/he treats or directs treatment of the patient using various therapy programs and medications.

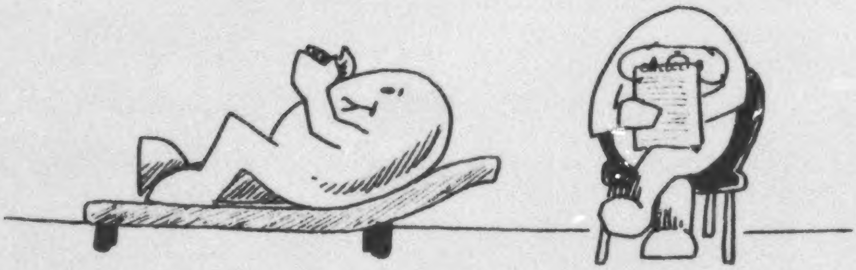
WHERE EMPLOYED: About one-half of all psychiatrists are in private practice. The rest work in hospitals, clinics, mental health centers, educational institutions, research foundations, child guidance centers, and the military.

EMPLOYMENT OUTLOOK: Employment of psychiatrists is expected to grow much faster than the average of all occupations through the 1980's. The employment potential for this occupation will be very good in all states.

EDUCATION AND TRAINING: Psychiatrists are required to have an M.D. degree, complete a residency program, and be licensed. School subjects such as biology, chemistry, math, psychology, English, and a foreign language would be helpful in this occupation.

SPECIAL QUALIFICATIONS: A person interested in a career as a psychiatrist should have good intellectual and verbal abilities. S/he must also be compassionate and supportive.

EARNINGS AND ADDITIONAL BENEFITS:	Wages vary within the areas of practice and the area of the country in which a psychiatrist is working, but the national average salary is $20,000 to $30,000.
WORKING CONDITIONS AND LIFESTYLES:	Work is performed in hospitals, clinics, mental health centers, educational institutions, research foundations, child guidance centers, the military, and private offices. In private practice, working hours could be varied and the number of patients can be limited.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

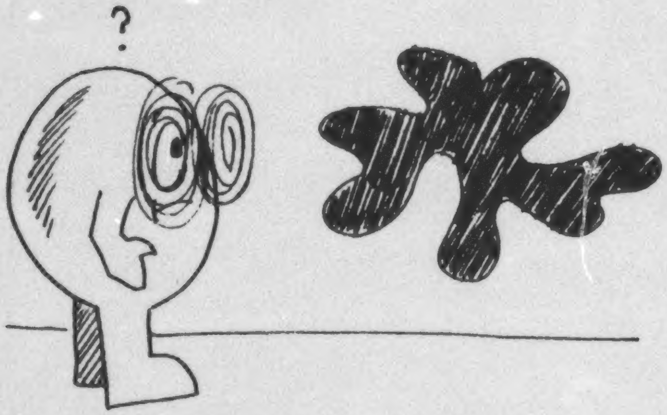
OCCUPATIONAL FAMILY: Commercial

REPRESENTATIVE JOB TITLES:

Psychiatrist	070.107-014
Clinical Psychologist	045.107-022
Psychiatric Social Worker	195.107-034

OCCUPATIONAL TASK: Exploring a psychiatric career

OCCUPATIONAL COMPETENCY: Recognizing qualifications required of a psychiatrist



RESOURCES and/or MATERIALS

1. Dictionary of Occupational Titles
2. World Book Encyclopedia
3. Copies of True-False Survey
4. Prepared ink blots
5. Cassette player
6. Prepared tape
7. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Determine your interest in the job in terms of training required.
2. Recognize some techniques employed by a psychiatrist.
3. Become familiar with the duties of a psychiatrist.

LEARNING ACTIVITIES

1. Complete the true-false sheet.
2. Read the Career Information Sheet.
3. Analyze ink blots.
4. Determine courses of action upon hearing case studies.
5. Complete Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing true-false sheet.
2. Participating in ink blots and case-study discussion.
3. Completing Student Attitude Sheet.

TRUE-FALSE SURVEY

________ 1. Ten out of 100 people in the U.S. receive psychiatric services.

________ 2. A psychologist and psychiatrist are both medical doctors.

________ 3. Psychiatry deals with mentally ill persons.

________ 4. Psychology deals with the study of behavior.

________ 5. There are 10 kinds of psychiatric diseases.

________ 6. Most all people suffer depression, worry, and/or extreme anger at times.

________ 7. Depressive psychosis and schizophrenia are examples of mental illnesses psychiatrists treat.

________ 8. A repressed memory is one that is stored in the conscious memory.

________ 9. Inner thoughts and dreams are important to the psychiatrist.

________ 10. To be most effective, a psychiatrist prefers his/her patients to lie down on a couch.

________ 11. Hypnosis and drugs are tools used by the psychiatrist.

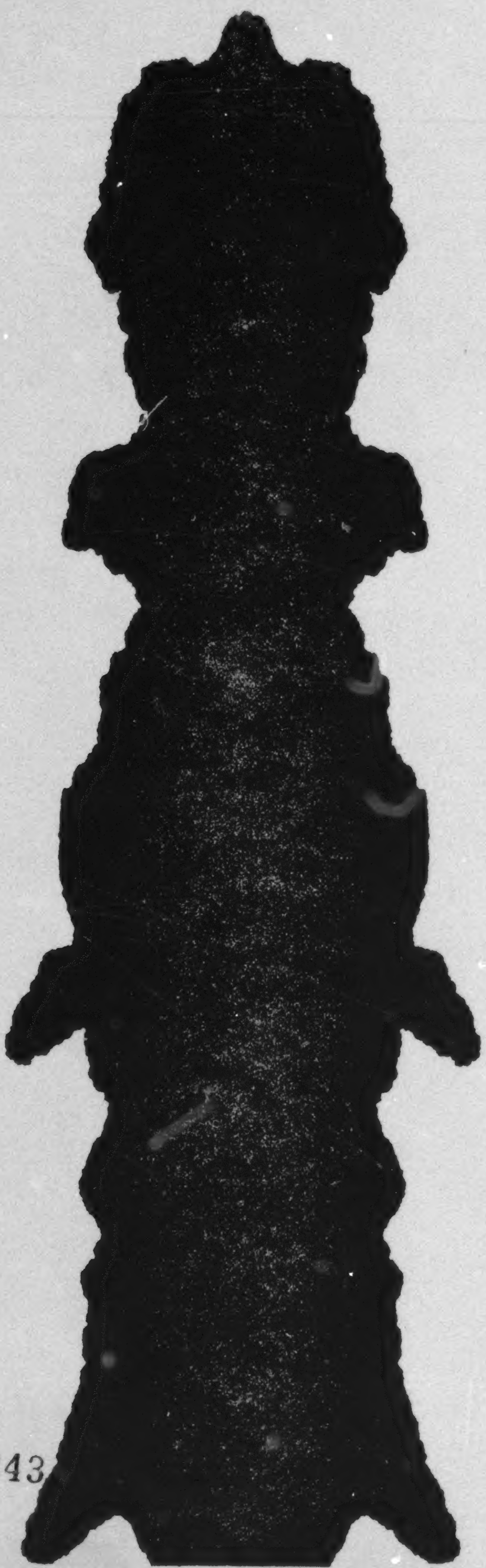
________ 12. Restraints and straight jackets are rarely used in modern mental hospitals.

________ 13. A psychiatrist's training consists of 4 years of college and 4 years of medical school.

________ 14. Sometimes the psychiatrist can help a patient solve a problem by bringing to the surface past experiences that may lie at the bottom of his/her difficulties.

TRUE-FALSE SURVEY - KEY

1. True
2. False
3. True
4. True
5. False
6. True
7. True
8. False
9. True
10. False
11. True
12. True
13. False (more)
14. True



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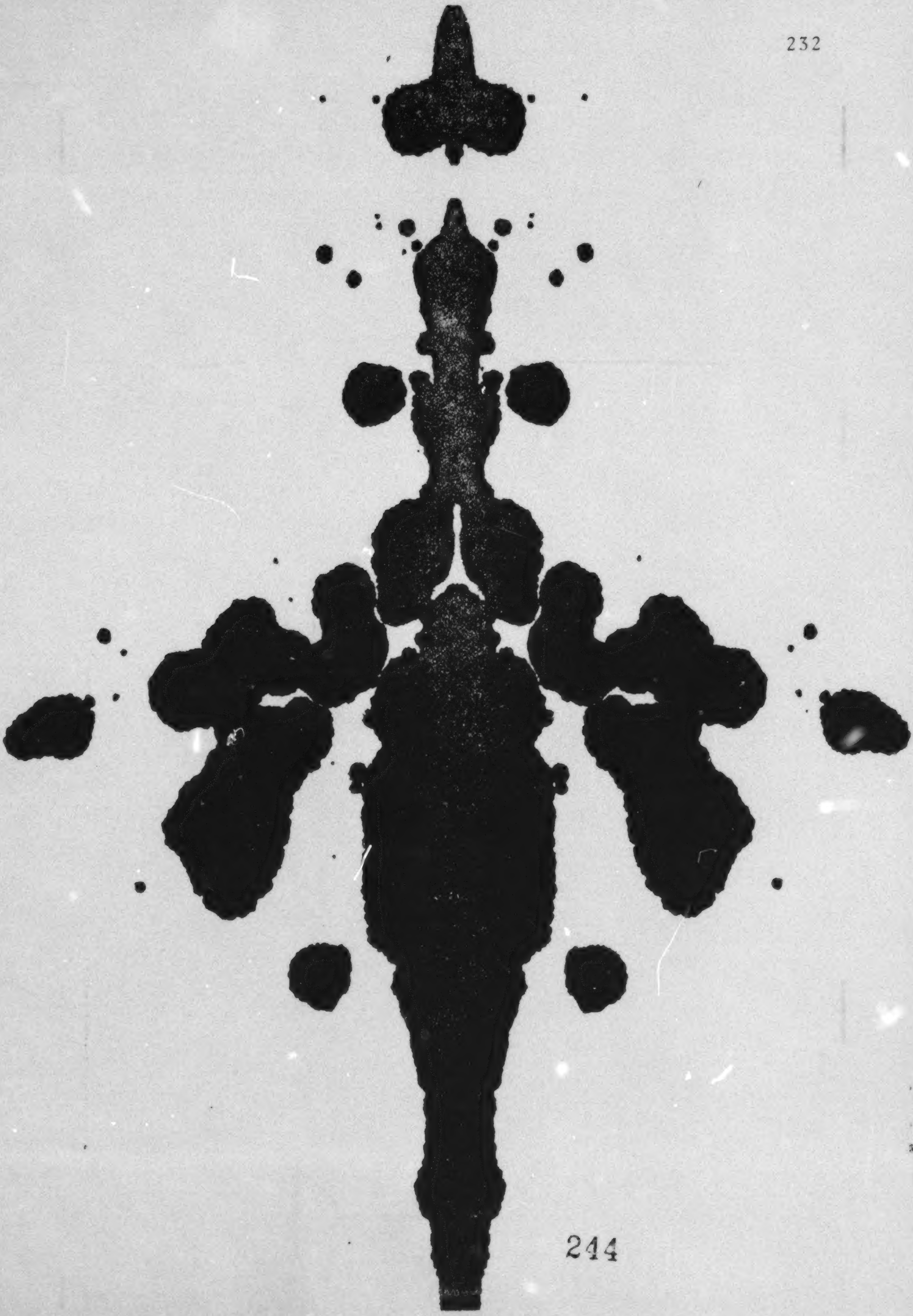

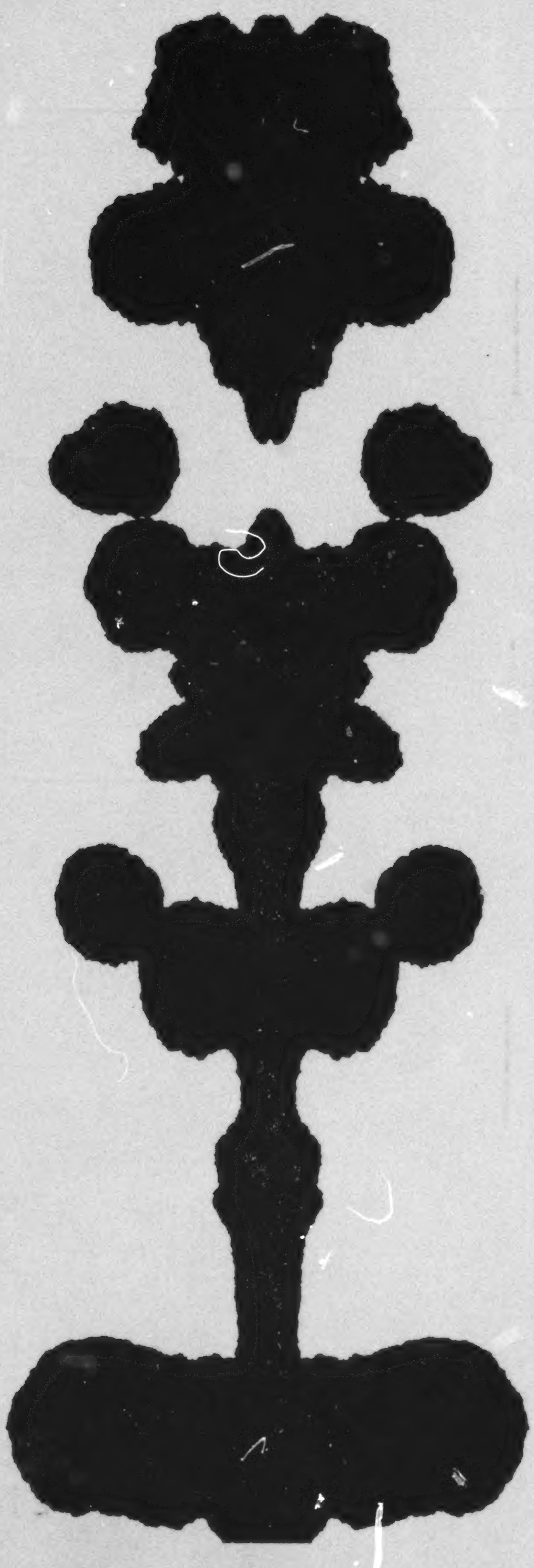

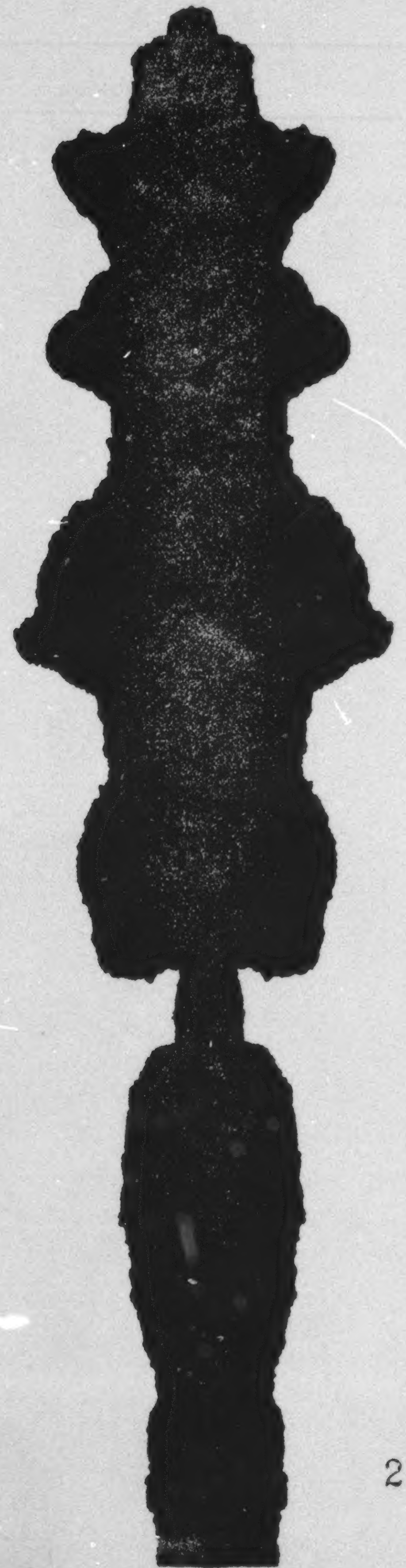

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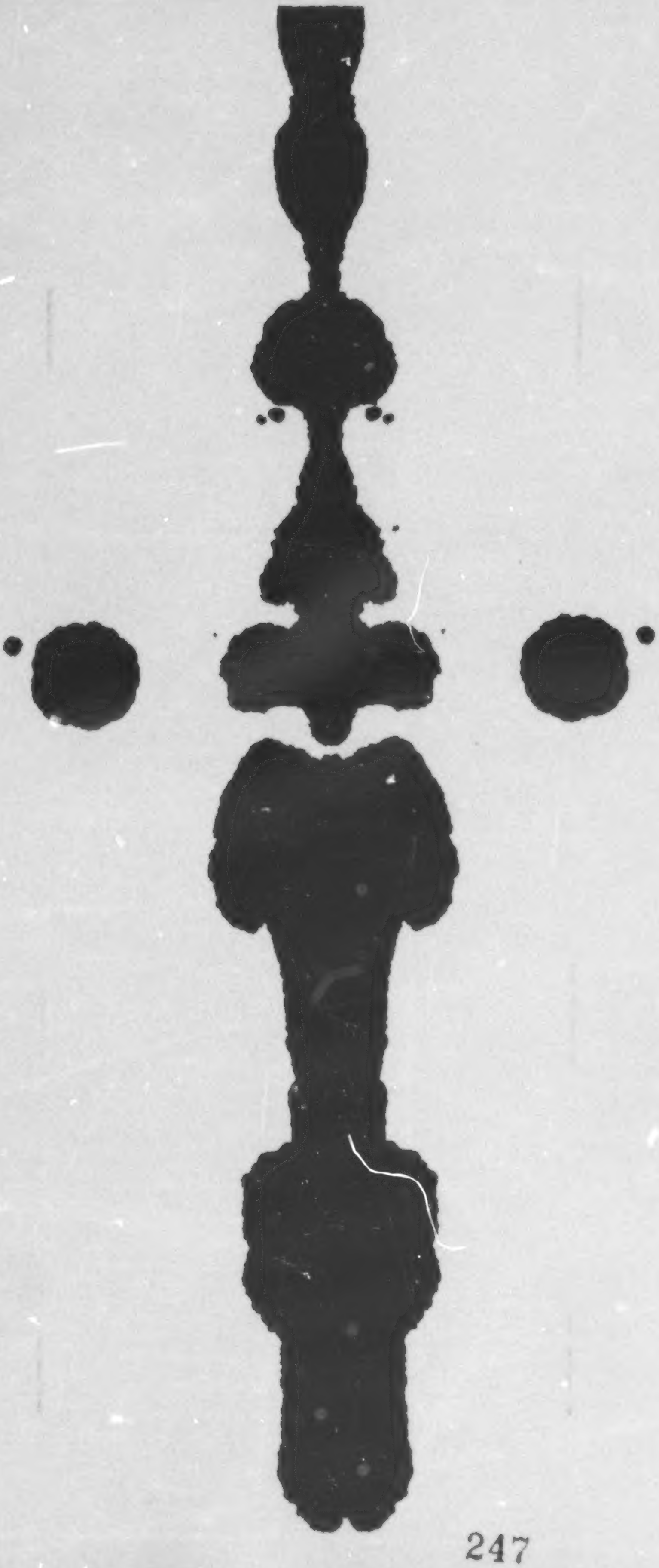

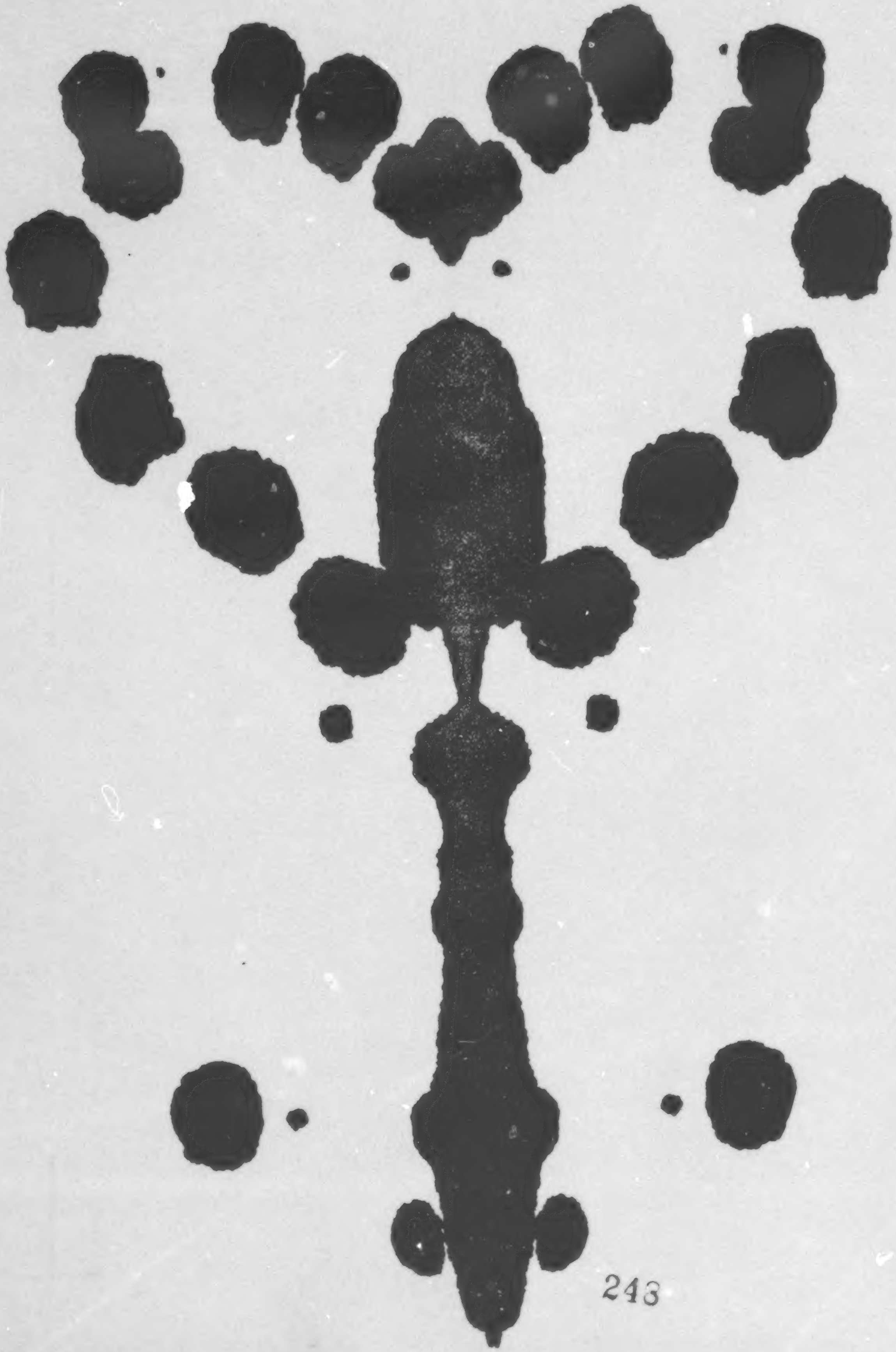

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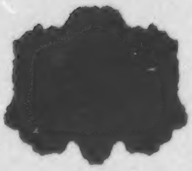
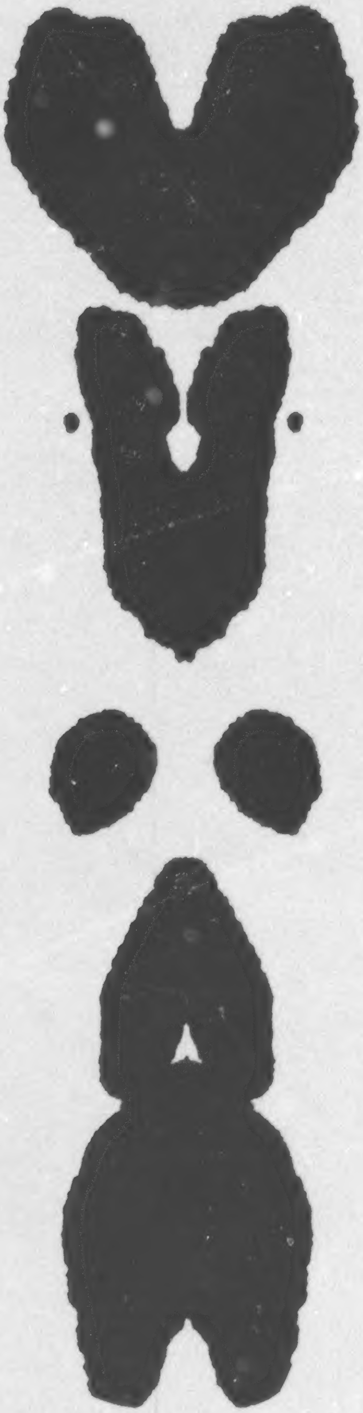


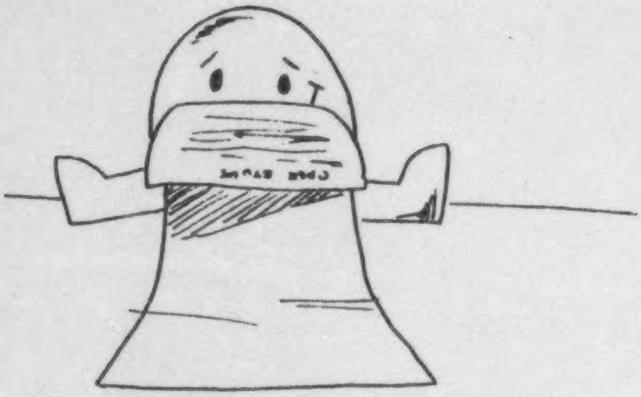


CASE STUDIES

The vignettes presented here are useful as illustrations of various types of psychopathology. The collection contains relatively brief descriptions, edited to focus on information relevant to diagnosis.

The case studies were presented with a dual purpose in mind - 1) to let students know some different types of problems a psychiatrist handles, and, 2) to generate discussion in the classroom. There are no solutions provided.

Two cases are presented. They appear on a page together. The next page gives some points to help you generate discussion.



ANNIE

Annie is a gaunt 15-year-old high school student evaluated at the insistence of her parents, who are concerned about her weight loss. She is 5'3", and obtained her greatest weight of 100 pounds a year ago. Shortly thereafter she decided to lose weight to be more attractive. She felt chubby and thought she would be more appealing if she were thinner. She first eliminated all carbohydrate-rich foods and gradually increased her dieting until she was eating only a few vegetables a day. She also started a vigorous exercising program. Within six months she was down to 80 pounds. She then became preoccupied with food and started to collect recipes from magazines and prepare gourmet meals for her family. She had difficulty sleeping and was irritable and depressed, having several crying spells every day.

Annie has always obtained high grades in school and has spent a great deal of time studying. She has never been active socially and has never dated. She is concientious and perfectionistic in everything she undertakes. She has never been away from home as long as a week. Her father is a business manager. Her mother is a housewife who for the past two years has had a problem with hypoglycemia and has been on a low-carbohydrate diet.

During the interview Annie said she felt fat even though she weighed only 80 pounds, and described a fear of losing control and eating so much food that she would become obese. She did not feel she was ill and thought hospitalization unnecessary.

SOLITARY

A ten-year-old boy was brought before juvenile authorities on charges that he had pushed a six-year-old girl from a rooftop to her death. Although initially it was thought to be an accident, the boy was later overheard bragging about the incident. Another neighborhood child, who cared very little for the boy, told his parents, who encouraged the girl's mother to go to the police.

The boy was known to be a peculiarly solitary and destructive child. Since age eight he had been caught several times in his neighborhood setting fires and breaking windows. When questioned by police, he readily admitted to pushing the girl, stating that she refused to give him money. On arrest he expressed no concern or remorse about what he had done. The judge remanded the boy to the hospital for psychiatric consultation.

DISCUSSION OF ANNIE

1) Intense fear of becoming obese

2) Disturbance in body image (feeling fat when actually gaunt)

3) Profound weight loss in the absence of known physical illness

This case also demonstrates such frequently associated features as vigorous exercise in order to lose weight, preoccupation with the preparation of food, and compulsive personality traits, such as perfectionism.

There are features of the depression, such as crying spells, difficulty sleeping, depressed and irritable mood.

DIAGNOSIS: ANOREXIA NERVOSA

DISCUSSION OF SOLITARY

1) Antisocial behavior began with setting fires and breaking windows

2) Physical violence against people and property

3) Social isolation

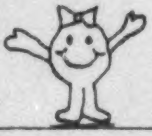
4) Lack of remorse

Name ______________________________

Occupational Cluster Personal Service - Psychiatrist

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
True-False Quiz					
Case/Study and Discussion					
Ink Blots					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Psychologist, Counseling DOT CODE: 045.107-026

DUTIES: Counseling psychologists provide individual and group counseling services to assist individuals in achieving more effective personal, social, educational, and vocational development and adjustment. They select and interpret psychological tests designed to assess an individual's intelligence, aptitudes, abilities, and interests. Psychologists evaluate data to identify problem causes and to determine advisability of counseling or referral to other specialists or institutions. Other duties include following up results of counseling and engaging in research to develop and improve diagnostic and counseling techniques.

WHERE EMPLOYED: The majority of psychologists work in educational institutions including colleges and universities. Psychologists also work in hospitals, clinics, rehabilitation centers, nursing homes, and other health care facilities. Other places of employment include government agencies, research organizations, management consulting firms, and other businesses. Some psychologists enter private practice or establish research or consulting services.

EMPLOYMENT OUTLOOK: Employment of psychologists is expected to increase about as fast as the average for all occupations through the 1980's. Little or no growth is expected in the employment openings at colleges and universities. Competition will likely be keen for academic positions. There should be a slight increase in employment opportunities in nonacademic areas. Some psychologists enter private practice or establish research or consulting services.

EDUCATION AND TRAINING: For most positions, a doctoral degree is required. Persons who possess a master's degree in psychology can administer and interpret tests as psychological assistants. Those who have earned a bachelor's degree in psychology are qualified to assist psychologists in health centers, vocational rehabilitation offices, correctional centers, and research agencies. Psychologists who enter private practices must meet the state's certification or licensing requirements.

SPECIAL QUALIFICATIONS: Persons interested in becoming psychologists should be emotionally stable, mature, and able to deal effectively with people. Compassion, sensitivity, and the ability to inspire others are also important. Patience and perseverance are essential qualities because it may take a long time before results of research and treatment become evident.

EARNINGS AND ADDITIONAL BENEFITS: Salaries earned by psychologists vary depending upon the place of employment and the experience of the psychologist. The average salary for psychologists who possess doctoral degrees is approximately $28,000 per year. Psychologists in private practice usually have higher earnings. Beginning psychologists with bachelor's degrees may earn from $14,000 to $19,000 a year. Most employers provide fringe benefits which include sick leave, vacation periods, health and life insurance, and a retirement plan.

WORKING CONDITIONS AND LIFESTYLES:

Working conditions of psychologists vary according to the place of employment. Psychologists employed in hospitals, nursing homes, and other health facilities may work evenings and weekends, while others work regular hours. Those employed by academic institutions divide their time among teaching, research, and administration. Travel may be required to attend conferences and conduct research.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Commercial

REPRESENTATIVE JOB TITLES:

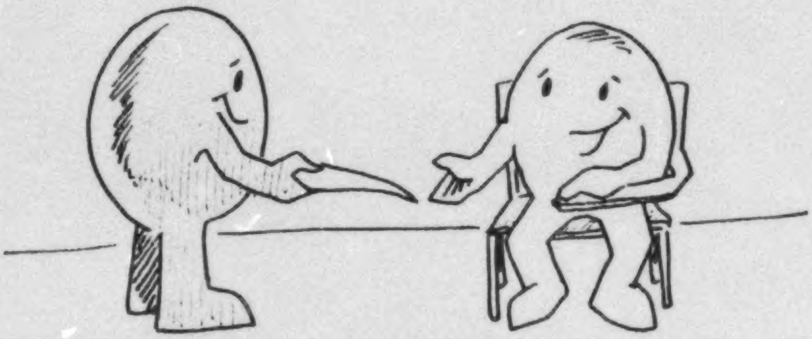
Psychologist, Counseling	045.107-026
Counselor	045.107-010
Psychologist, Social	045.067-014

OCCUPATIONAL TASK: Exploring areas in counseling psychology

OCCUPATIONAL COMPETENCY: Advising people with social concerns

RESOURCES and/or MATERIALS

1. Copies of Worksheet A: "Personality Characteristics"
2. Copies of Worksheet B



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand some of the duties with respect to counseling psychology.
2. Realize more the importance of effective interpersonal skills.
3. Determine if you are interested in learning more about counseling psychology.

LEARNING ACTIVITIES

1. Read Career Information Sheet.
2. Complete Worksheet A: "Personality Characteristics."
3. Compile questions for counseling with a 15-year-old student using Worksheet B responses.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Reading Career Information Sheet.
2. Completing and submitting Worksheets A and B to the teacher.

WORKSHEET A

Personality Characteristics

Getting along well with other people is very important. Most of the time people can change their behavior, if necessary, from unacceptable to acceptable.

Please indicate an honest rating of yourself in the following areas:

	Excellent 1	Good 2	Fair 3	Poor 4
1. Courtesy and good manners	___	___	___	___
2. Neatness and cleanliness	___	___	___	___
3. Cooperativeness	___	___	___	___
4. Cheerfulness	___	___	___	___
5. Mix well with a group	___	___	___	___
6. Honesty	___	___	___	___
7. Even tempered	___	___	___	___
8. Dependable	___	___	___	___
9. Good listener	___	___	___	___
10. Unselfish attitude	___	___	___	___
11. Posture	___	___	___	___
12. Health	___	___	___	___
13. Loyal to friends	___	___	___	___
14. Sportsmanship	___	___	___	___
15. Ability to get along with others	___	___	___	___
16. A sense of humor	___	___	___	___
17. Ability to adjust to new people and new situations	___	___	___	___
18. Broad-mindedness	___	___	___	___
19. Generosity	___	___	___	___
20. Ambition to succeed	___	___	___	___

WORKSHEET B

Personality Characteristics

Compile five questions which may be appropriate for a counseling psychologist to use with a 15-year-old student who had completed this activity in the following way:

	Excellent 1	Good 2	Fair 3	Poor 4
1. Courtesy and good manners	___	___	___	___
2. Neatness and cleanliness	___	___	___	___
3. Cooperativeness	___	___	___	___
4. Cheerfulness	___	___	___	___
5. Mix well with a group	___	___	___	___
6. Honesty	___	___	___	___
7. Even tempered	___	___	___	___
8. Dependable	___	___	___	___
9. Good listener	___	___	___	___
10. Unselfish attitude	___	___	___	___
11. Posture	___	___	___	___
12. Health	___	___	___	___
13. Loyal to friends	___	___	___	___
14. Sportsmanship	___	___	___	___
15. Ability to get along with others	___	___	___	___
16. A sense of humor	___	___	___	___
17. Ability to adjust to new people and new situations	___	___	___	___
18. Broad-mindedness	___	___	___	___
19. Generosity	___	___	___	___
20. Ambition to succeed	___	___	___	___

WORKSHEET B - KEY

Personality Characteristics

Questions which may be appropriate to ask a student who has responded to the activity sheet with the following results:

Excellent	Good	Fair	Poor	No Answer
1	1	5	9	4

1. Did you have a hard time completing this "Personality Characteristics" activity sheet? Which words may have been more difficult?

2. I see that in Number 5 you answered "If it's my kind of group." Would you please describe your kind of group?

3. What do you really enjoy talking about? (cars, money, girls/boys, etc.)

4. How many different schools have you attended since your first year in school?

5. In Number 20, you rated yourself as being excellent in ambition to succeed. That's great! What is your ambition in life?

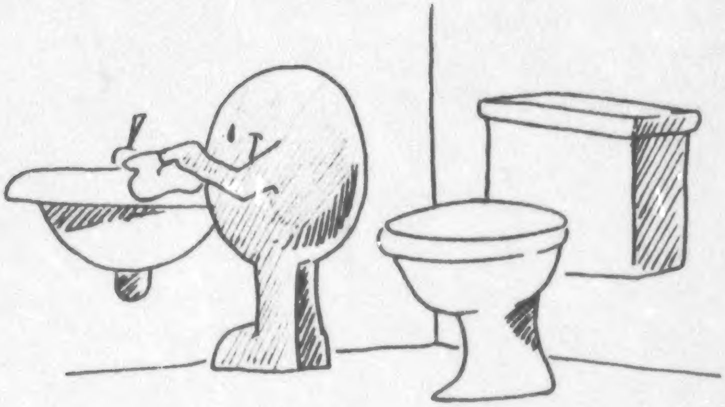
CAREER INFORMATION SHEET

JOB TITLE: Restroom Attendant DOT CODE: 358.677-018

DUTIES:	Restroom attendants serve patrons of lavatories by providing soap and towels, brushing patrons' clothing, sewing on buttons, and performing related services. They replenish restroom supplies and scrub floors, walls, mirrors, and fixtures using brushes, detergents, and water. Some attendants administer first aid to ill or injured persons.
WHERE EMPLOYED:	Restroom attendants are employed by department stores, public buildings, hotels, theaters, amusement parks, and some restaurants. The majority of the employment opportunities exist in large metropolitan areas.
EMPLOYMENT OUTLOOK:	Employment of restroom attendants is not expected to increase during the 1980's. Most openings result from the need to replace attendants who find other work or leave the occupation for various reasons.
EDUCATION AND TRAINING:	There are no educational requirements for restroom attendants. Training takes place on the job.
SPECIAL QUALIFICATIONS:	Persons interested in this type of work should be clean, neat, tactful, and courteous. Restroom attendants must be willing and able to perform routine services and cleaning duties daily.
EARNINGS AND ADDITIONAL BENEFITS:	Restroom attendants usually earn minimum hourly wages or slightly above. Those working in elaborate facilities customarily have higher earnings.

Fringe benefits vary with the employer and may include vacations with pay, health and life insurance, and a pension plan.

WORKING CONDITIONS AND LIFESTYLES: Restroom attendants work in all types of restroom facilities. They usually work 35-40 hours per week. Evening and weekend work may be required.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Commercial

REPRESENTATIVE JOB TITLES:

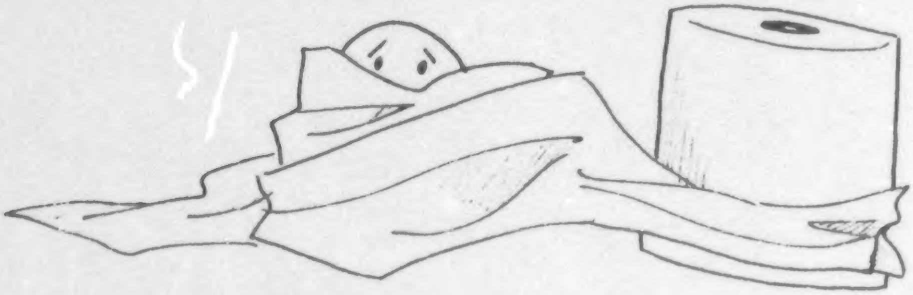
Restroom Attendant	358.677-018
Change-House Attendant	358.687-010
Washroom Attendant	358.677-018
Locker-Room Attendant	358.677-014

OCCUPATIONAL TASK: Examining the duties of restroom attendants

OCCUPATIONAL COMPETENCY: Inspecting restroom facilities

RESOURCES and/or MATERIALS

1. Paper and pencils



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand some of the duties performed by restroom attendants.
2. Recognize the importance of keeping restroom areas clean and orderly.

LEARNING ACTIVITIES

1. Discuss the duties performed by restroom attendants.
2. Inspect the restroom facilities at your school.
3. List the type and amount of supplies which are needed to properly replenish the restroom.
4. List steps which you would take to clean the restroom.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Inspecting restroom facilities.
2. Listing supplies and cleaning procedures.

CAREER INFORMATION SHEET

JOB TITLE: Salesperson, Pets and Pet Supplies DOT CODE: 277.357-042

DUTIES:	Salespersons in pet shops sell pets, pet accessories, equipment, food, and remedies. They advise customers on care, training, feeding, living habits, and characteristics; explain the use of equipment such as aquarium pumps and filters; feed and provide water for pets; and clean cages and tanks. Salespersons may suggest remedies for certain animal diseases or recommend the services of veterinarians.
WHERE EMPLOYED:	Salespersons are employed in pet shops, pet stores, and in some department stores which sell pets. These workers will likely find employment in most towns; however, the majority of the opportunities exist in metropolitan areas.
EMPLOYMENT OUTLOOK:	Employment of salespersons in pet shops should remain steady throughout the 1980's. Opportunities will likely not increase drastically, but there will be a need to replace salespersons who retire, die, or transfer to other work.
EDUCATION AND TRAINING:	Although there are no educational requirements for salespersons in pet shops, most employers prefer to hire persons who have completed high school. Courses in science, biology, math, and bookkeeping may be helpful. The majority of the training takes place on the job.
SPECIAL QUALIFICATIONS:	Persons interested in this type of work should enjoy working with and caring for animals. Patience and

tact are necessary for dealing effectively with customers. Physical stamina is needed for tasks such as grooming animals, cleaning cages, and standing during the majority of the work day. Neatness and a pleasant personality are also important.

EARNINGS AND ADDITIONAL BENEFITS:

Wages vary depending upon the place of business and the experience of the workers. Hourly earnings may range from the minimum wage to $7.00 or more. Some salespersons receive commissions in addition to their regular earnings. Fringe benefits vary with the employer and may include vacations with pay, health and life insurance, and a retirement plan.

WORKING CONDITIONS AND LIFESTYLES:

Employees normally work a 40-hour week. Some evenings and weekend work may be required. The working conditions in pet shops are usually pleasant and comfortable; however, employees may be exposed to unpleasant odors while cleaning cages.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Commercial

REPRESENTATIVE JOB TITLES:

Salesperson, Pets and Pet Supplies	277.357-042
Pet Shop Attendant	410.674-010
Dog Bather	418.677-010

OCCUPATIONAL TASK: Exploring pet shop work

OCCUPATIONAL COMPETENCY: Identifying animals which may be found in a pet shop

RESOURCES and/or MATERIALS

1. Worksheet A
2. Role-Play Situations

PET SHOP Inc

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Become more familiar with some of the types of animals found in pet shops.
2. Recognize some of the activities performed by salespersons in pet shops.

LEARNING ACTIVITIES

1. Discuss the duties of a salesperson in a pet shop.
2. Read the introduction to Worksheet A and complete the animal identification activity.
3. Discuss and role play the situations provided.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing Worksheet A.
2. Participating in discussions and role-play activities.

WORKSHEET A

Introduction

Pet shop salespersons must know the names of different animals. They must also be familiar with their care, grooming, and habits in order to provide customers with correct information and to keep the animals healthy while they are in the shop.

On your first morning of work as a salesperson at Critters Pet Land, you walk through the door and see an amazing sight! The animals are loose and the shop looks like something from Mother Goose!!! Birds on the lights, cats guard the fish, dogs tree chimps, and the manager is due in 30 short minutes!

Thinking quickly, you round up all the animals and begin to return them to their rightful abodes. BUT WAIT! - a "Manx", is it fish or bird? THIS WILL NEVER DO! Keep calm and take stock around you. You see:

1 Moorish Idol
2 Cockatoos
2 Smoke Persians
1 Clown Barb
1 Schipperke
1 Toucan
2 Yellow Tangs
1 Abyssinian
3 Grunts
1 Samoyed
1 Macaw
1 Tabby
3 Parrots
1 Siamese
4 Yellow-finned Groupers
1 Mastiff
2 Peacocks
1 Calico
1 Borzoi
1 Chow Chow

Now let's see---
Do you know an owl from a chimpanzee?

Place each animal in its proper category on the following worksheet.

WORKSHEET A

Each of the animals discussed in the introduction falls into one of the four categories below. After you complete the activity, check your work.

FISH	DOG	CAT	BIRD

WORKSHEET A - KEY

FISH: Moorish Idol
Clown Barb
Yellow Tang
Grunt
Yellow-finned Grouper

DOG: Schipperke
Samoyed
Mastiff
Borzoi
Chow Chow

CAT: Smoke Persian
Abyssinian
Tabby
Siamese
Calico

BIRD: Cockatoo
Toucan
Macaw
Parrot
Peacock

ROLE-PLAY SITUATIONS

1. A young child comes in crying, "I only fed Herbie, my gerbil, a little of Mommy's perfume. Now all he wants to do is lie in his cage with his eyes closed."

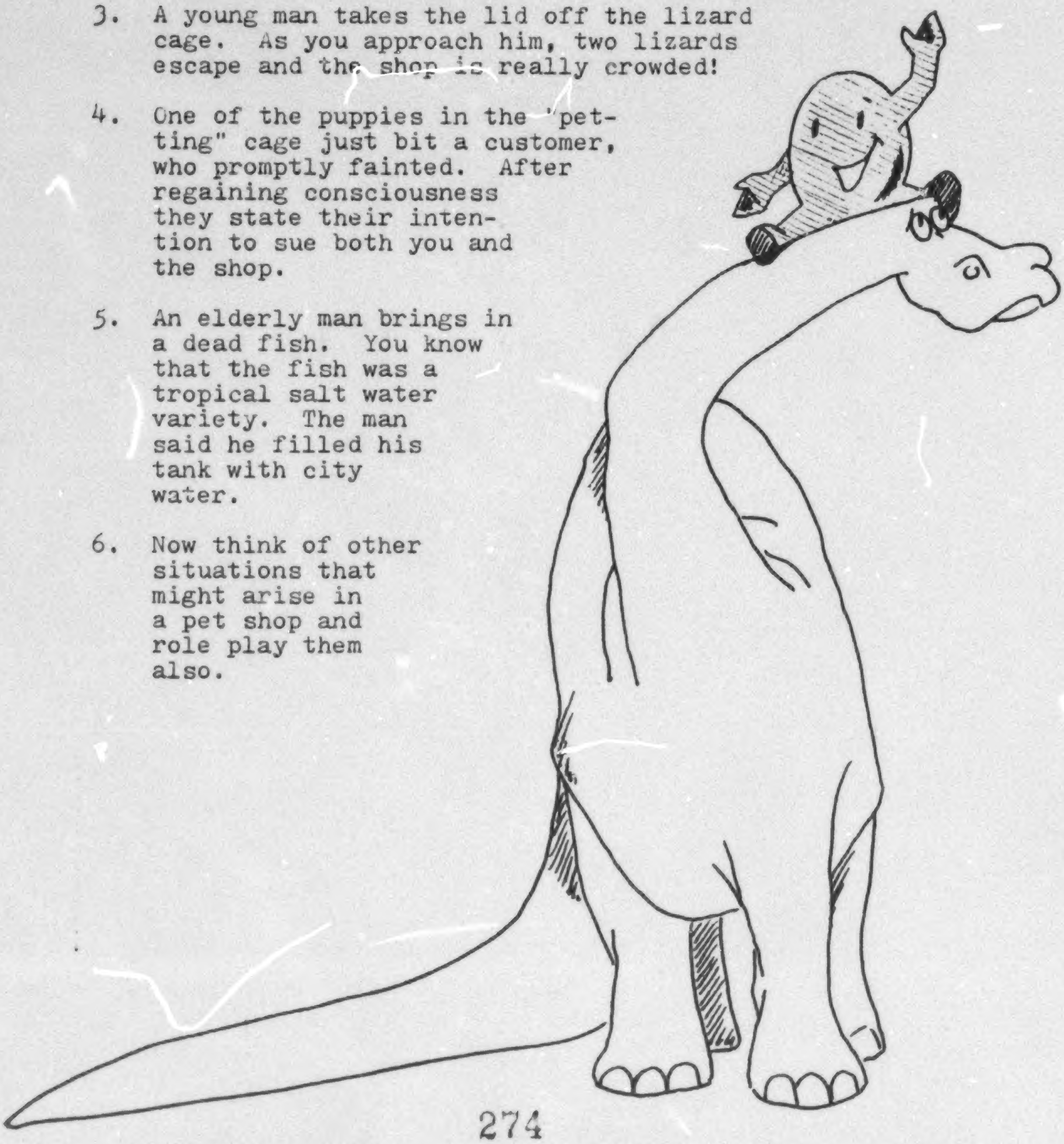
2. A lady, with a very forceful personality, "The parrot I purchased here refuses to say anything but 'SQUAWK'. I demand a refund and I want to speak with your superior (the manager)."

3. A young man takes the lid off the lizard cage. As you approach him, two lizards escape and the shop is really crowded!

4. One of the puppies in the "petting" cage just bit a customer, who promptly fainted. After regaining consciousness they state their intention to sue both you and the shop.

5. An elderly man brings in a dead fish. You know that the fish was a tropical salt water variety. The man said he filled his tank with city water.

6. Now think of other situations that might arise in a pet shop and role play them also.

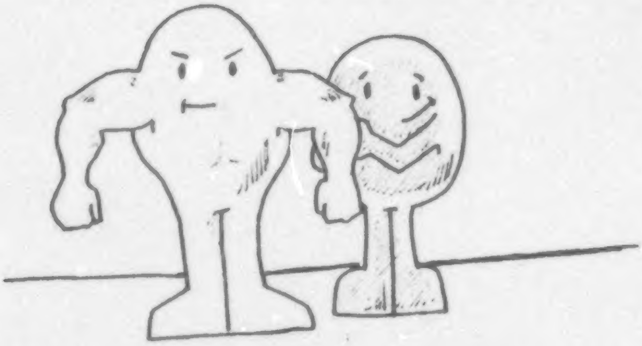


CAREER INFORMATION SHEET

JOB TITLE: Bodyguard   DOT CODE: 373.667-014

DUTIES:	A bodyguard escorts and protects individuals from bodily injury, kidnapping, or invasion of privacy. S/he may perform other duties, such as receiving and transcribing dictation or driving motor vehicles to transport individuals in an effort to disguise the purpose of their employment.
WHERE EMPLOYED:	Most bodyguards are employed by private individuals or may be employed by businesses and corporations to insure the safety of company officials. The United States government employs bodyguards and entertainers also find their services useful.
EMPLOYMENT OUTLOOK:	Employment of bodyguards will remain about the same during the next decade. Openings will occur due to retirement, death, change of employment, and more people entering the upper financial brackets.
EDUCATION AND TRAINING:	A person with a high school diploma is preferred and military police or police department experience is helpful. Such courses as physical education, psychology, math, and English would be useful. Courses in security and law enforcement are offered by technical schools and two year colleges which could also be useful.
SPECIAL QUALIFICATIONS:	In an effort to succeed as a bodyguard, a person needs composure in the face of danger, motor coordination, manual dexterity, honesty, and physical stamina.

EARNINGS AND ADDITIONAL BENEFITS:	Wages vary with the income of the employer, the area of the country, and the services performed. Bodyguards' national average salary is at least $8,229 but may exceed $20,000 a year. This occupation could have some danger involved, but most of the work is routine.
WORKING CONDITIONS AND LIFESTYLES:	This occupation could have some danger involved with the performance of work, but most of the work is routine.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Residential

REPRESENTATIVE JOB TITLES:

Bodyguard	372.667-014
Correction Officer	372.667-018
Security Guard	372.667-034

OCCUPATIONAL TASK: Exploring bodyguard work

OCCUPATIONAL COMPETENCY: Escorting individuals for protection

RESOURCES and/or MATERIALS

1. *Dictionary of Occupational Titles*
2. *Occupational Outlook Handbook*
3. Career Information Sheet
4. Role play situation
5. One small adhesive name tag
6. Worksheet A

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Describe the duties and qualifications of a bodyguard.
2. Determine your interest in the work of a bodyguard.

LEARNING ACTIVITIES

1. Read Career Information Sheet.
2. Participate in the bodyguard situation.
3. Using classmates as bodyguards, escort an individual for protection.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in the role playing activity.
2. Completing Worksheet A.
3. Completing and submitting to the teacher the Student Attitude Sheet.

Simulated Bodyguard Situation

OBJECTIVE: To provide an opportunity to role play a bodyguard and stimulate thinking.

MATERIALS: Students, adhesive name tag

DIRECTIONS: The Ambassador of Peepland is coming to visit your class. S/he will be accompanied by several bodyguards. Security must be tight because someone has threatened to kidnap the Ambassador.

Appoint Team 1
The Ambassador
Bodyguards, number determined by class size

Team 1 Rules

1. Leave the room while Team 2 is appointed.
2. Upon returning to the room, the Ambassador must circulate among the students as if s/he were really an Ambassador visiting the class.
3. The bodyguards may politely question anyone in the room in an attempt to discover the identity of the kidnapper. It is their duty to prevent the kidnapping. The bodyguards do not know how the kidnapping will happen.

Appoint Team 2
The Kidnapper
Accomplices, number determined by class size
Spectators (optional)

Team 2 Rules

1. The Kidnapper will carry a concealed adhesive tag reading, "kidnapped," that s/he must stick to the Ambassador's hand.
2. It is the duty of the Accomplices to guard the identity of the kidnapper.

Rules For Everyone

1. If at the end of the designated time, the Ambassador is not kidnapped, Team 1 wins.
2. Team 2 wins if the kidnapper sticks the adhesive kidnapped tag to the Ambassador's hand.
3. Anyone guilty of any form of violence will cause his/her team to forfeit the game.
4. Team 1 should understand that the kidnapping is symbolic.

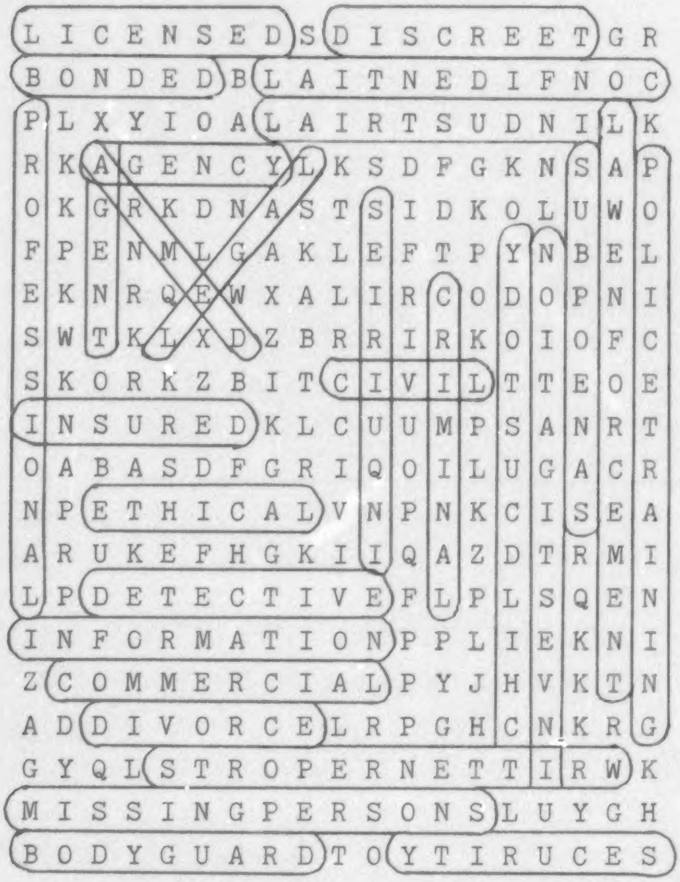
Duties and Qualifications of a Bodyguard

L I C E N S E D S K I S C R E E T G R
B O N D E D B L A I T N E D I F N O C
P L X Y I O A L A I R T S U D N I L K
R K A G E N C Y L K S D F G K N S A P
O K G R K D N A S T S I D K O L U W O
F P E N M L G A K L E F T P Y N B E L
E K N R Q E W X A L I R C O D O P N I
S W T K L X D Z B R R I R K O I O F C
S K O R K Z B I T C I V I L T T E O E
I N S U R E D K L C U U M P S A N R T
O A B A S D F G R I Q O I L U G A C R
N P E T H I C A L V N P N K C I S E A
A R U K E F H G K I I Q A Z D T R M I
L P D E T E C T I V E F L P L S Q E N
I N F O R M A T I O N P P L I E K N I
Z C O M M E R C I A L P Y J H V K T N
A D D I V O R C E L R P G H C N K R G
G Y Q L S T R O P E R N E T T I R W K
M I S S I N G P E R S O N S L U Y G H
B O D Y G U A R D T O Y T I R U C E S

licensed
bonded
insured
discreet
confidential
police training
professional
armed
agency
ethical
subpoenas
inquiries
written reports
detective

investigation
civil
criminal
commercial
industrial
information
agent
missing persons
child custody
divorce
legal
security
law enforcement
bodyguard

Duties and Qualifications of a Bodyguard - Key



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L I C E N S E D S D I S C R E E T G R
B O N D E D B L A I T N E D I F N O C
P L X Y I O A L A I R T S U D N I L K
R K A G E N C Y L K S D F G K N S A P
O K G R K D N A S T S I D K O L U W O
F P E N M L G A K L E F T P Y N B E L
E K N R Q E W X A L I R C O D O P N I
S W T K L X D Z B R R I R K O I O F C
S K O R K Z B I T C I V I L T T E O E
I N S U R E D K L C U U M P S A N R T
O A B A S D F G R I Q O I L U G A C R
N P E T H I C A L V N P N K C I S E A
A R U K E F H G K I I Q A Z D T R M I
L P D E T E C T I V E F L P L S Q E N
I N F O R M A T I O N P P L I E K N I
Z C O M M E R C I A L P Y J H V K T N
A D D I V O R C E L R P G H C N K R G
G Y Q L S T R O P E R N E T T I R W K
M I S S I N G P E R S O N S L U Y G H
B O D Y G U A R D T O Y T I R U C E S
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Name ______________________________

Occupational Cluster Personal Service - Bodyguard

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it
Role playing a situation					
Completing Worksheet A					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Butler

DOT CODE: 309.137-010

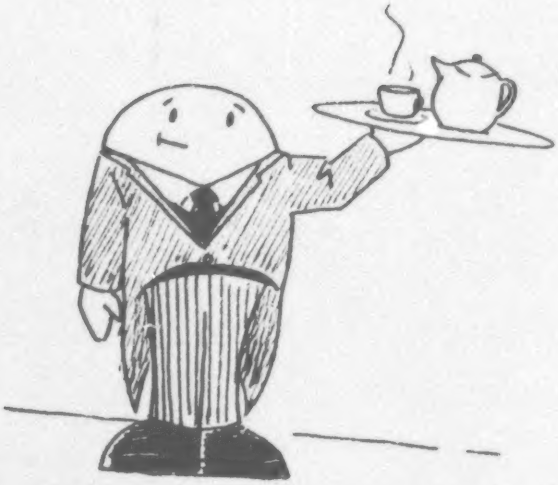
DUTIES: A butler supervises and coordinates activities of household employees engaged in cooking, cleaning, and related duties. S/he oversees serving of luncheon and dinner, sets table, directs workers in serving meals or personally serves them. The butler is also responsible for mixing and serving cocktails and tea, answering the telephone and delivering messages, receiving and announcing guests, preparing salads, keeping silver service clean and in order, and may also supervise and discharge other household employees.

WHERE EMPLOYED: Butlers are employed by private households. Some households provide "live-in" arrangements for the butler.

EMPLOYMENT OUTLOOK: Opportunity for employment as a butler is on the decline and the only openings will come from the need to replace those who die, retire, or change employment. Low wages, the tedious nature of some household tasks, and the lack of advancement opportunities discourage many persons from entering this occupation.

EDUCATION AND TRAINING: Butlers usually learn their trade on the job. Butlers may start at other household occupations and advance in their position. Most employers prefer a well-rounded education. A high school diploma is helpful and course work in home economics would prove beneficial.

SPECIAL QUALIFICATIONS:	Persons serving as butlers may find having an educational and cultural background as important as work experience. A desire to do a job carefully and thoroughly is an important consideration. This occupation requires courteous behavior, cleanliness, and the ability to get along with and manage people.
EARNINGS AND ADDITIONAL BENEFITS:	The wages vary according to the work performed, employers' income, and the custom of the local area. Earnings are highest in larger cities, especially in the North. The average salary is approximately $10,000 per year.
WORKING CONDITIONS AND LIFESTYLES:	Since most work is performed in the private home, working conditions are usually pleasant and the work is relatively safe.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Residential

REPRESENTATIVE JOB TITLES:

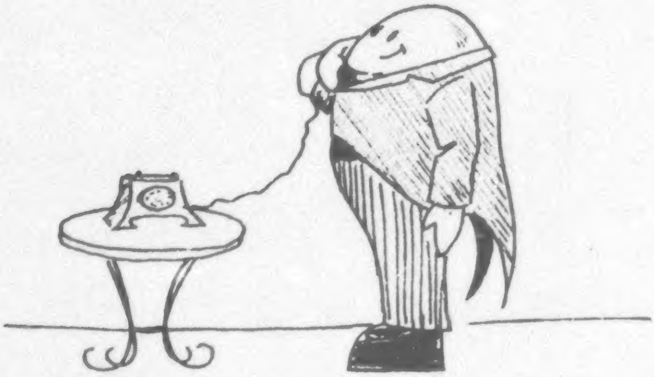
Butler	309.137-010
Butler, Second	309.674-010
Personal Attendant	309.674-014

OCCUPATIONAL TASK: Exploring the duties of a butler

OCCUPATIONAL COMPETENCY: Determining characteristics of a good butler

RESOURCES and/or MATERIALS

1. Copies of skit, "A Day with Cedric"
2. Signs to identify the parts of the house
3. Copies of Cedric's Adjective Alphabet for each student
4. A telephone
5. A clock



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Become knowledgeable of the responsibilities of a butler.
2. Discuss the qualifications of a good butler.
3. Decide if you are interested in learning more about this type of work.

LEARNING ACTIVITIES

1. Participate in skit: "A Day with Cedric".
2. Brainstorm for examples of adjectives which describe a good butler. Divide the group into teams of two, three, or four players.
3. Complete puzzle of Cedric's Adjective Alphabet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in the skit and/or being an attentive observer in the audience.
2. Completing Cedric's Adjective Alphabet Puzzle.
3. Completing and submitting to the teacher a list of various duties of a butler.

"A Day with Cedric"

Setting: Wellington Manor, a plantation near Charlottsville, Va.

Cast:

Butler------------Cedric
Chauffeur---------James
Valet-------------Martin
Cook--------------Florence
Stable Manager---Claude
Leroy-------------Handyman
Harriet-----------Maid
Amelia------------Governess Applicant

Father-----Robert Wellington
Mother-----Kate Wellington
Daughter---Heather
Son--------Charles

Time: 5:30 a.m.

Cedric: (giving Florence her orders for the day) Breakfast will be as usual with the addition of fresh strawberries and cream. Martin and Master Charles will need a picnic lunch to take over to the lake. Kate will be gone at lunch and Ms. Heather will want a sandwich for her nap sack. Mr. Wellington is bringing his mother in time for dinner. He would like the following menu ready to be served at 6:00 p.m.:

Shrimp Cocktail
Veal Parmigiana   Candied Yams
Perfection Salad
Butterfly Rolls   Butter
Pecan Pie
Limeade and Coffee

Will James need to pick up any supplies as he returns from town?

Florence: Mother Wellington likes the Parmigiana made with fresh veal, so have James stop by Weimer's Market and I will phone in the order.

Time: 5:45 a.m.

Cedric: (giving James his orders for the day) Prepare the limousine to take Kate into town for the day. Her hair appointment is for 9:30. As you return, stop by Weimer's for the meat. Kate should be ready to return when you go to meet Mr. Wellington and his mother at 4:30. Martin will need the Chevy to take Master Charles to Lake Norman for the day.

James: I need to check out that Chevy as the brakes have been grabbing on the left front.

Cedric: If the Chevy needs repairs, have Martin take the MG, but Charles will have to leave the dog home.

Time: 6:00

Cedric: (answering the phone) Wellington Manor, Yes...Ms. Heather is planning to ride today. I'll ask her to return your call, Ms. Helen.

Time: 6:10

Cedric: (phones Claude at the Stables) Claude, when you saddle up Dutches for Ms. Heather, go ahead and get Duke saddled for Ms. Helen.

Claude: He's been a bit frisky lately; I sure hope he doesn't try to throw her off.

Cedric: I'll alert Heather so she can head off any trouble.

Cedric: (sets the table for breakfast as he speaks to Harriet) Tell Ms. Heather to call Ms. Helen before breakfast.

Harriet: (wakens Heather and says) Good morning, you have a nice day to ride out to the north pasture and Ms. Helen wants you to call before breakfast. She may want to go with you.

Heather: It would be nice to have company on the ride and she can ride Dutches because Duke is getting too frisky for her.

Harriet: Flo is having strawberries and cream for breakfast.

Heather: Have Flo pack an extra sandwich for Helen.

Harriet: (speaking to Mrs. Wellington) Good morning, breakfast is nearly ready. Would you like me to press your pink silk?

Mrs. Wellington: Yes, that would do nicely for dinner and we should be home in time for me to freshen up. Would you see that some fresh yellow jasmine is cut for the table?

Cedric's Adjective Alphabet

Complete these adjectives that identify a good butler.

A.	_ b l _	_ r t _ c _ l _ t _
B.	b _ l d	b _ n _ f _ c _ _ l
C.	c _ _ l	c _ m p _ s _ d
D.	d _ v _ t _ d	d _ p _ n d _ b l _
E.	_ x _ c t	_ f f _ c _ _ n t
F.	f _ _ r	f _ _ t h f _ l
G.	g _ _ d	g r _ _ m _ d
H.	h _ n _ s t	h _ _ l t h y
I.	_ m p _ r t _ n t	_ m p r _ s s _ v _
J.	j _ s t	j _ d _ c _ _ _ s
K.	k _ n d	k n _ w _ n g
L.	l _ y _ l	l _ t _ r _ t _
M.	m _ n l y	m _ n n _ r l y
N.	n _ _ t	n _ _ t r _ l
O.	_ r d _ r l y	_ b _ d _ _ n t
P.	p _ l _ t _	p _ t _ _ n t
Q.	q _ _ c k	q _ _ l _ f _ _ d
R.	r _ _ d y	r _ _ s _ n _ b l _
S.	s _ b _ r	s _ n c _ r _
T.	t _ d y	t r _ d _ t _ _ n _ l
U.	_ n - q _ _	_ n r _ f f l _ d
V.	v _ l _ _ n t	v _ r s _ t _ l _
W.	w _ l l	w h _ l _ s _ m _
X.	x _ n t h _ c h r _ _ d	
Y.	y _ _ l d _ n g	
Z.	z _ _ l _ _ s	

Cedric's Adjective Alphabet - Key

A.	able	articulate
B.	bold	beneficial
C.	cool	composed
D.	devoted	dependable
E.	exact	efficient
F.	fair	faithful
G.	good	groomed
H.	honest	healthy
I.	important	impressive
J.	just	judicious
K.	kind	knowing
L.	loyal	literate
M.	manly	mannerly
N.	neat	neutral
O.	orderly	obedient
P.	polite	patient
Q.	quick	qualified
R.	ready	reasonable
S.	sober	sincere
T.	tidy	traditional
U.	unique	unruffled
V.	valiant	versatile
W.	well	wholesome
X.	xanthochroid	
Y.	yielding	
Z.	zealous	

CAREER INFORMATION SHEET

JOB TITLE: Caretaker **DOT CODE:** 301.687-010

DUTIES: Caretakers keep private homes clean and in good condition. Their duties may include cleaning and dusting furnishings, hallways, and lavatories; beating, vacuuming, and scrubbing rugs; washing windows; waxing and polishing floors; and repairing broken screens, latches, and doors. Caretakers may also paint exterior structures, mow and rake lawns, and exercise pets.

WHERE EMPLOYED: Caretakers are employed by the owners or managers of private residences and large estates. They may also be employed by service companies which contract for cleaning and care of private homes.

EMPLOYMENT OUTLOOK: Employment opportunities for caretakers should remain stable through the 1980's. The majority of openings will result from the need to replace workers who resign, retire, advance, or leave the occupation for other reasons.

EDUCATION AND TRAINING: There are no set educational requirements for caretakers, but a high school education should be helpful. High school shop courses may be useful in this type of work. Most of the training takes place on the job.

SPECIAL QUALIFICATIONS: Persons interested in this type of work should be resourceful and able to work alone with a minimum of supervision. Physical stamina and good health are essential. Caretakers must be honest and trustworthy.

EARNINGS AND ADDITIONAL BENEFITS: Earnings of caretakers vary according to the employer and the local pay standards. Some caretakers work for hourly wages while others are paid a predetermined salary.

WORKING CONDITIONS AND LIFESTYLES: The working conditions of caretakers vary depending upon the place of employment. Caretakers work both indoors and outdoors, but may be required to perform some tasks outdoors under inclement weather conditions. They normally work from 35-40 hours a week. Caretakers may lift and move heavy objects and are subject to minor cuts, bruises, and burns from working with tools and equipment.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Residential

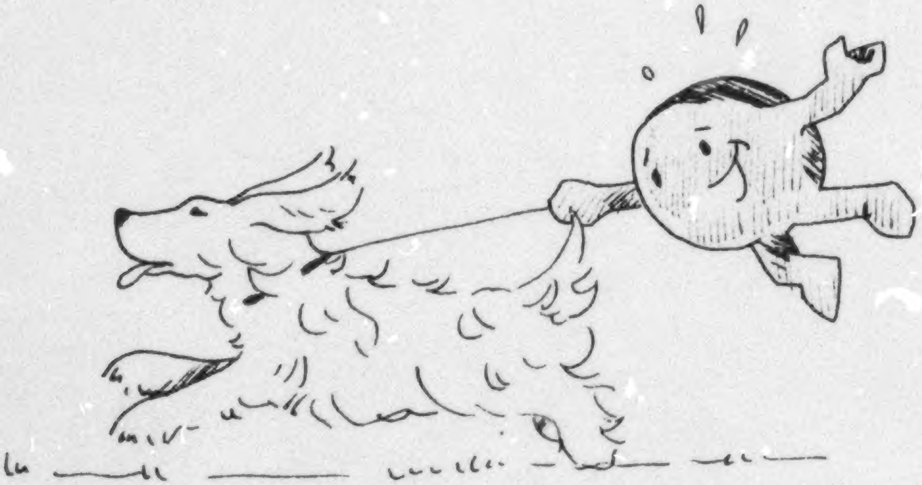
REPRESENTATIVE JOB TITLES:		
	Caretaker	301.687-010
	Day Worker	301.687-014
	Yard Worker	301.687-018
	House Worker	301.474-010

OCCUPATIONAL TASK: Examining the work of a caretaker

OCCUPATIONAL COMPETENCY: Scheduling work activities

RESOURCES and/or MATERIALS

1. Caretaker Work Activities
2. Worksheet A (Daily Schedule)
3. Worksheet B (Yearly Schedule)



LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Recognize some of the functions performed by caretakers.
2. Understand the need for planning to effectively work as a caretaker.

LEARNING ACTIVITIES

1. Discuss some of the duties performed by caretakers.
2. List places in your community where caretakers may be employed.
3. Read and discuss the work activities for a caretaker.
4. Complete the Daily Schedule (Worksheet A).
5. Complete the Yearly Schedule (Worksheet B).
6. Discuss ways a caretaker's work may be affected by weather conditions.

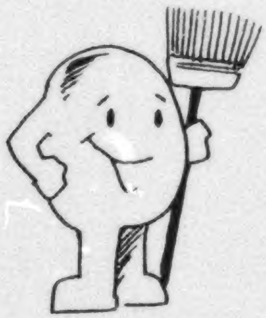
EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in class discussions.
2. Completing Worksheets A and B.

Caretaker Work Activities

	Daily	Weekly	Yearly
Indoor Tasks	Wash dishes Empty trash cans Clean out fireplace	Dust furniture Sweep and mop floors Vacuum carpets Clean restrooms Polish furniture Minor household repairs	Launder curtains and draperies Clean carpets Wash windows (2 times a year) Paint one room Clean out garage Wax floors (3 times a year) Clean oven (4 times a year) Defrost refrigerator (4 times a year)
Outdoor Tasks	Walk the dog Check chlorine content of swimming pool (summer) Shovel snow (winter) Work in vegetable garden (spring, summer, and fall)	Carry and stack wood for fireplaces Mow and rake lawn Trim grass around buildings and sidewalks Clean swimming pool Weed and water flower garden Sweep and mop front porch Wash 2 cars Minor outdoor repairs	Paint fences and other exterior structures Trim hedges, shrubs, and trees Fertilize lawn Plant flower garden Wash windows (2 times a year) Wax 2 cars Plant vegetable garden Drain and cover swimming pool (for winter)



WORKSHEET A

Daily Schedule

On the chart below, develop a work schedule for one week to accomplish the tasks which are to be performed on a daily and weekly basis. Select a month from April to October for this schedule. Include indoor and outdoor tasks.

Month of ____________

Day	8:00 a.m. - 12:00 noon	1:00 p.m. - 4:00 p.m.
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

WORKSHEET B

Yearly Schedule

Prepare a schedule indicating the months when you would plan to complete the yearly tasks if you were the caretaker.

	January February March	April May June	July August September	October November December
Indoor Tasks				
Outdoor Tasks				

Daily Schedule - Key

Students' schedules will vary. This key may be used as an example.

Month of July

Day	8:00 a.m. - 12:00 noon	1:00 p.m. - 4:00 p.m.
Monday	Wash dishes Empty trash cans Dust and polish furniture Vacuum carpets	Walk the dog Check chlorine content of swimming pool Work in vegetable garden Weed and water flower garden
Tuesday	Wash dishes Empty trash cans Clean restrooms	Walk the dog Check chlorine content of swimming pool Work in vegetable garden Mow and rake lawn
Wednesday	Wash dishes Empty trash cans Sweep and mop floors	Walk the dog Check chlorine content of swimming pool Work in vegetable garden Trim grass around buildings and sidewalks
Thursday	Wash dishes Empty trash cans Minor household repairs Minor outdoor repairs	Walk the dog Check chlorine content of swimming pool Work in vegetable garden Clean swimming pool
Friday	Wash dishes Empty trash cans Sweep and mop front porch	Walk the dog Check chlorine content of swimming pool Work in vegetable garden Wash 2 cars

Yearly Schedule - Key

Students' schedules will vary. This key may be used as an example.

	January February March	April May June	July August September	October November December
Indoor Tasks	Launder curtains and draperies Paint one room Clean oven Defrost refrigerator	Wash windows Wax floors Clean oven Defrost refrigerator	Clean out garage Clean oven Defrost refrigerator	Wash windows Clean carpets Wax floors Clean oven Defrost refrigerator
Outdoor Tasks		Trim hedges, shrubs, and trees Fertilize lawn Plant flower garden Plant vegetable garden Wash windows	Wax 2 cars Paint fences and other exterior structures	Drain and cover swimming pool Wash windows

CAREER INFORMATION SHEET

JOB TITLE: Chauffeur DOT CODE: 359.673-010

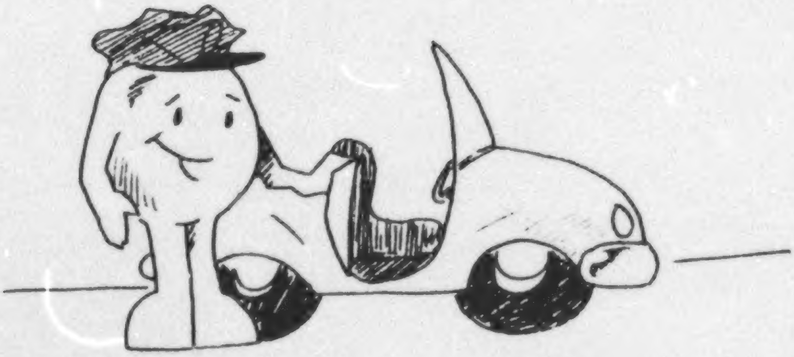
DUTIES:	A chauffeur drives a private or company automobile to transport the owner or office personnel and visitors of commercial or industrial establishments. S/he assists passengers entering or leaving the car and holds umbrellas in wet weather. A chauffeur keeps the car clean, polished, and in operating condition. S/he may also make minor repairs, such as fixing flats, cleaning spark plugs, or adjusting the carburetor.
WHERE EMPLOYED:	A chauffeur may be employed by an individual or by a commercial or industrial company. Some chauffeurs are employed by funeral homes.
EMPLOYMENT OUTLOOK:	Employment as a chauffeur is not expected to increase in the coming years. The opportunities for this occupation rest largely with a person's own talent, determination, and luck.
EDUCATION AND TRAINING:	A chauffeur has no set educational requirements, but a high school education would be helpful. Courses which may prove beneficial include drivers' training, auto mechanics, English, and/or math.
SPECIAL QUALIFICATIONS:	A person interested in a career as a chauffeur should have good eye-hand-foot coordination, manual dexterity, space and depth perception, and the ability to follow instructions in routine work.

EARNINGS AND ADDITIONAL BENEFITS:

The earnings of the employer or company will affect the wages of a chauffeur. The national average salary is $7,000 to $11,000.

WORKING CONDITIONS AND LIFESTYLES:

Working conditions are influenced by private or industrial employment and income. Some chauffeurs are provided living quarters. Industrial chauffeurs may be on call for various functions which may require being away from home for extended periods of time and/or driving in adverse weather conditions.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Residential

REPRESENTATIVE JOB TITLES:

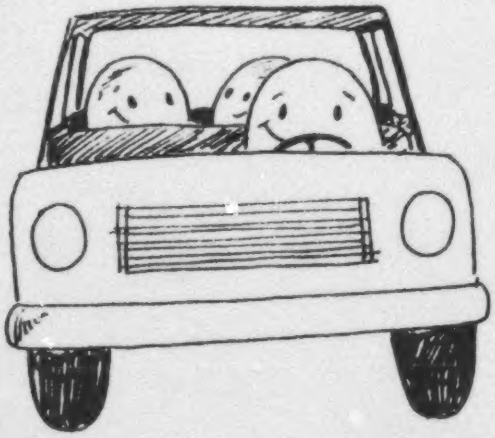
Chauffeur	359.673-010
Chauffeur, funeral car	359.673-014
Taxi Driver	913.463-018

OCCUPATIONAL TASK: Exploring the job of chauffeur

OCCUPATIONAL COMPETENCY: Making minor checks of an automobile to prepare the vehicle for road use

RESOURCES and/or MATERIALS

1. An automobile
2. Automobile manual
3. Tire gauge
4. Window cleaning solution
5. Paper towels
6. D.O.T.
7. Check sheet



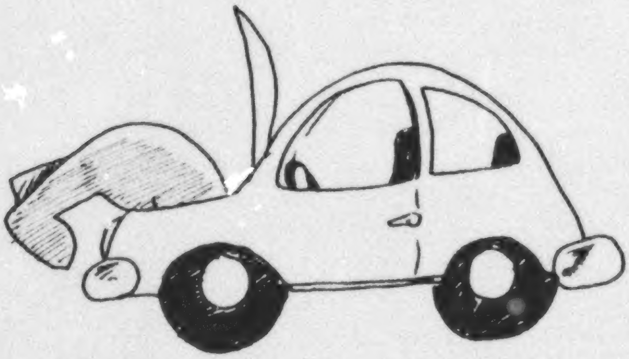
LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand the job of a chauffeur.
2. Become more familiar with a vehicle to determine if it is ready for road use.

LEARNING ACTIVITIES

1. Read D.O.T. description of a chauffeur.
2. Read the owner's manual to determine how certain checks are made.
3. Examine a vehicle and complete the check sheet about that vehicle.



EVALUATION PROCEDURES

Your evaluation will consist of:

1. Reading the D.O.T. description of a chauffeur.
2. Checking the owner's manual on a vehicle.
3. Completing the Automobile Check Sheet.

AUTOMOBILE CHECK SHEET

AUTOMOBILE MAKE:

DATE CHECKED:

CHECK MADE BY:

ITEM	YES	NO	CORRECTION NEEDED
1. Are tires properly inflated?			
2. Are tires free from deep cuts?			
3. Are tires free from bulging places?			
4. Is oil level between H and L on dipstick?			
5. Is windshield fluid reservoir full?			
6. Is battery fluid correct?			
7. Is coolant level correct?			
8. Is spare tire inflated?			
9. Are all lights and turn signals operating correctly?			
10. Is windshield clean both inside and out?			
11. Is fuel tank full?			
12. Are wiper blades clean?			
13. Is rear window clean both inside and out?			
14. Is overall cleanliness of auto satisfactory?			

CAREER INFORMATION SHEET

JOB TITLE: Furniture Cleaner **DOT CODE:** 709.687-014

DUTIES: Furniture cleaners vacuum loose dirt and dust from furniture. They select cleaning solutions according to type of upholstery, dyes, and/or stains and apply cleaning solutions with brush or sponge to remove any stains. During the cleaning process, they scrub upholstery with brush and dry cleaning solvents or detergent solutions and water or use steam cleaning machine to clean the upholstery. They may rub leather or plastic surfaces with an oiled cloth. In addition to this, they buff leather or plastic surfaces with cloth or hand buffer to restore softness or luster. Sometimes, they spray upholstery with stain repellent solutions to reduce soiling and may polish wooden parts of furniture.

WHERE EMPLOYED: These workers may find employment at private homes and/or commercial businesses. They may also be self employed.

EMPLOYMENT OUTLOOK: The employment outlook is expected to be steady though the economy may influence it slightly. Consumers may react to a tightened economy by doing the cleaning themselves or by hiring a professional cleaner rather than purchasing a new piece of furniture.

EDUCATION AND TRAINING: The educational and training requirements vary depending on the size of the business and employer. Some employers prefer high school graduates. All companies offer on-the-job training similar to an apprenticeship. Franchised companies require a training period at their educational institute under the direction of certified cleaning technicians. Sometimes, a practical test must be passed before these employees become authorized cleaners.

SPECIAL QUALIFICATIONS: Persons employed as furniture cleaners should be interested in providing a service to the public. They should be friendly, professional, and enjoy dealing with all kinds of people. They must have basic math skills to calculate cost of the cleaning job and figure discounts. Self-employed persons must have skills to operate a business and to keep records. Salesmanship ability is helpful.

EARNINGS AND ADDITIONAL BENEFITS: Most of these employees receive an hourly wage. Larger companies offer commission on all jobs, vacations and holidays with pay, and insurance benefits.

WORKING CONDITIONS AND LIFESTYLES: Most full-time employees work at the convenience of the customer. Some evening and weekend work is required. In peak seasons, part-time help may be hired. These employees may need physical strength to move furniture or to handle some types of cleaning equipment. The workers should be clean and neat. Some companies provide uniforms to convey a professional image.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Residential

REPRESENTATIVE JOB TITLES:	Furniture Cleaner	709.687-014
	Cleaner and Polisher	709.687-010

OCCUPATIONAL TASK: Cleaning furniture in the home

OCCUPATIONAL COMPETENCY: Understanding cleaning techniques used for furniture found in the home

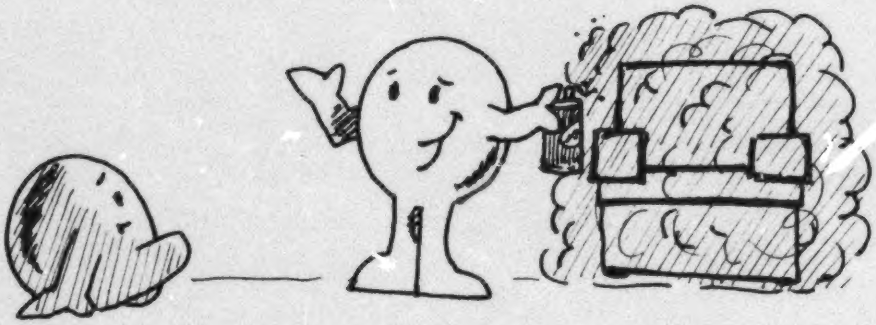
RESOURCES and/or MATERIALS

1. Copies of Worksheet #1, Facts on Furniture Labels
2. Copies of Worksheet #2, Furniture Cleaning Methods
3. Copies of Worksheet #3, Types of Furniture Coverings
4. Transparency or copy of Worksheet #4, Instructional Care
5. Student Attitude Sheets

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Appreciate proper cleaning instructions on furniture hangtags.
2. Become more knowledgeable of correct cleaning procedures for various furniture surfaces.
3. Determine if this type of work is interesting to you.



LEARNING ACTIVITIES

1. Identify important facts found on furniture hangtags and labels by unscrambling the words found on Worksheet #1.
2. Visit a local store to identify products suitable for cleaning upholstered furniture.
3. Explain the correct cleaning procedure for each furniture surface listed on Worksheet #3.
4. Clean a piece of upholstered furniture following the manufacturer's suggestions.
5. Complete Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing Worksheets #1, #3, and #4.
2. Completing and submitting to the teacher Student Attitude Sheet.

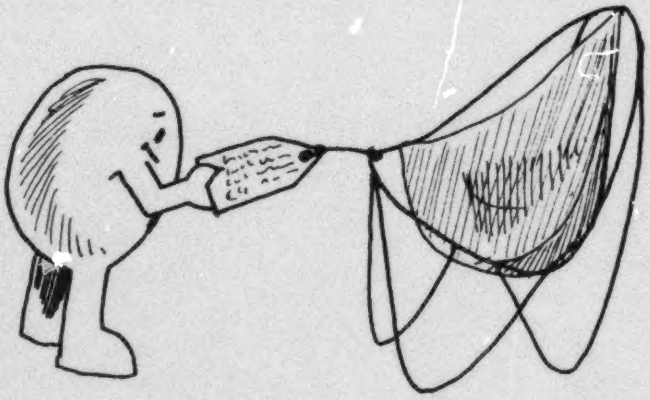
WORKSHEET #1

Facts on Furniture Labels

Unscramble the following words to identify important facts found on furniture labels and hangtags:

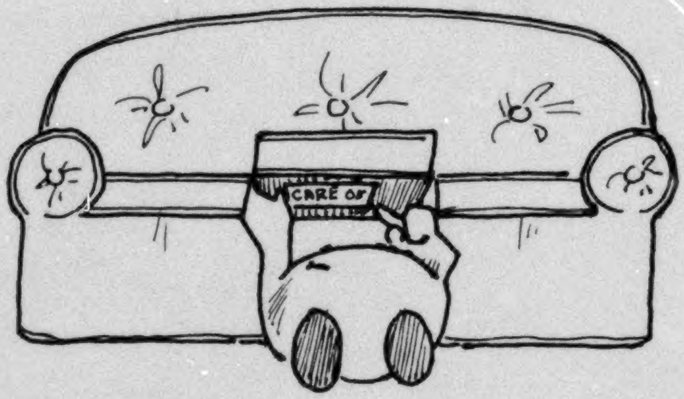
1. nfomaaurrteu
2. biref tteonnc
3. ntsia strsenaiee
4. race tucsnriinsto
5. krihsgean
6. ffbreiill pomctiinsoc
7. nfcroessslaot

Check your answers.



WORKSHEET #1 - ANSWER KEY

1. manufacturer
2. fiber content
3. stain resistance
4. care instructions
5. shrinkage
6. fiberfill composition
7. colorfastness



WORKSHEET #2

Furniture Cleaning Methods

Most manufacturers of upholstered furniture attach a permanent care label which describes the appropriate cleaning method for that particular surface.

Codes generally used include:

X Vacuum only. Cleaners may cause shrinking, staining, or distortion of the surface pile.

In the following three methods, the piece of furniture should first be thoroughly vacuumed and then the cleaning solution to be used should be pretested on a small hidden area.

W Water-based cleaner. Use the foam only from a water-based cleaning agent. Spot clean using a circular motion. Vacuum when dry.

S Solvent cleaner. Spot clean using a water-free solvent or dry-cleaning product. Clean in a well-ventilated room.

WS Water/Solvent cleaner. Use a mild solvent, upholstery shampoo, or the foam from a mild detergent to spot clean.

Visit a local department or variety store to identify products on the market suitable for cleaning upholstered furniture. List these products by their name brands in the space below and identify whether they are solvent or water-based cleaner.

WORKSHEET #3

Types of Furniture Coverings

Visit a furniture store, fabric center where upholstery fabric is sold, or use the furniture in your home or school to identify what method of cleaning is best for particular types of furniture coverings.

Explain the correct cleaning steps for the following:

Vinyl -

Olefins -

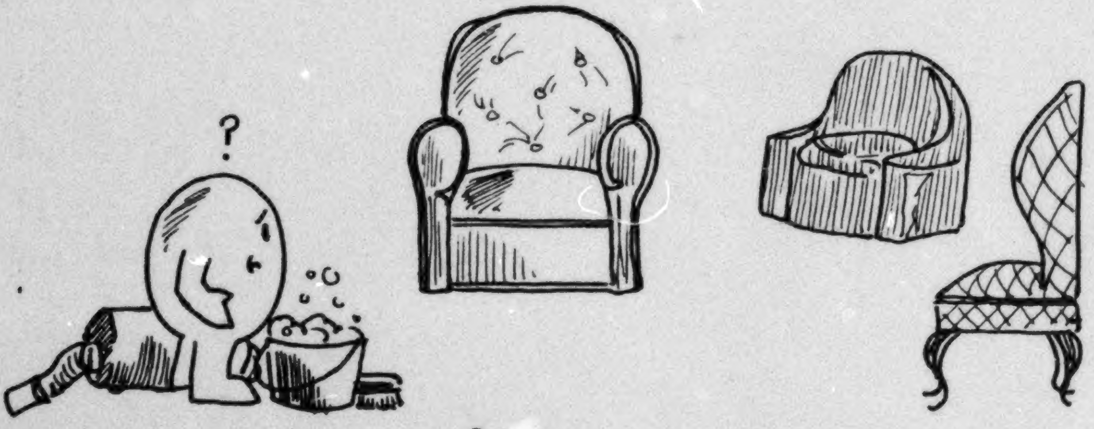
Stain-resistant finishes -

Velvet or corduroy -

Cane furniture -

Urethane-coated fabrics -

Wood -



WORKSHEET #4

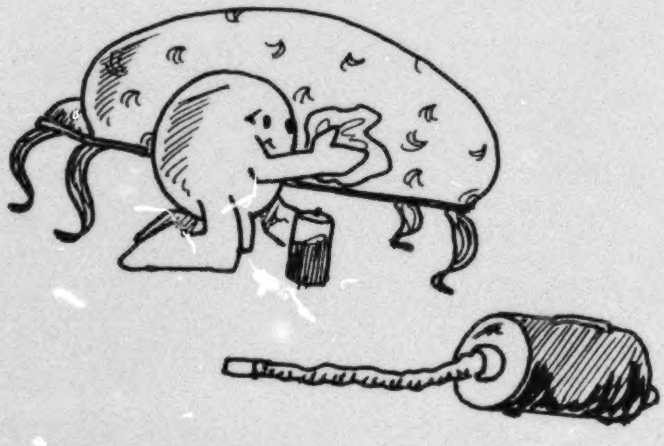
Instructional Care

Clean a piece of upholstered furniture following the care instructions of the manufacturer.

Be sure to remember to:

1. Vacuum thoroughly first.
2. Identify fiber content.
3. Choose the appropriate cleaning method.
4. Identify obvious stains.
5. Treat stains according to a stain removal chart.
6. Clean the entire piece of furniture.

MANUFACTURER
BOOKLET

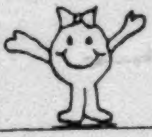


Name ____________________

Occupational Cluster Personal Service - Furniture Cleaner

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Unscrambling terms					
Visiting store					
Listing cleaning products					
Explaining care steps					
Cleaning furniture					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION SHEET

JOB TITLE: Home Housekeeper DOT CODE: 301.474-010

DUTIES: Home housekeepers help care for children by supervising activities, bathing, and dressing them. They are also involved in cleaning furnishings, floors, walls, and windows. Sometimes they are responsible for planning, selecting, preparing, and serving meals and/or refreshments. Closely associated with the preparing of meals is the responsibility for washing, drying, and storing dishes and/or silverware. Other duties include changing linens, making beds, completing laundry, answering phone and doorbell, taking messages, feeding pet, and acting as a companion.

WHERE EMPLOYED: Home housekeepers are employed in private homes.

EMPLOYMENT OUTLOOK: The demand for home housekeepers has exceeded supply for some time. Most openings result from the need to replace those who die, retire, or leave the occupation. Many openings for part-time work are available due to a larger number of people who can afford outside help and the increased number of women who work outside the home.

EDUCATION AND TRAINING: No formal education is required. Workers must know how to do household chores such as cooking, cleaning, and washing. Workers must be able to operate household equipment such as vacuum cleaners and appliances. Many of these skills can be learned as a young person helps with chores in his/her own home or through home economics and other vocational classes taken in high school.

SPECIAL QUALIFICATIONS:

These workers should enjoy doing all kinds of housework; be trustworthy, neat, and have a pleasant personality; and be self-disciplined. Initiative and perseverance may help these employees to have better working relationships with their employer.

EARNINGS AND ADDITIONAL BENEFITS:

Wages vary according to the work performed, employer's income, and the custom of the local area. Earnings are highest in large cities. Workers may receive an hourly wage based on Federal and State minimum wage laws. There are few, if any, additional benefits.

WORKING CONDITIONS AND LIFESTYLES:

Home housekeepers may often have long and irregular working hours. Weekend and evening work may be required. They should have physical stamina. They may be on their feet most of the time and some lifting may be required. Often, employers require a physical exam and a health certificate from the applicant before employing him/her.

These workers usually receive instructions from their employers and rarely make decisions on their own. These workers should be neat and well-groomed. Rarely is a uniform required. Aprons or smocks may be worn to protect clothing.

They should be able to work along with people as well as independently. Persons employed as home housekeepers must be willing to accept and follow directions from others. Most of the time indoor work is in clean, pleasant surroundings. The employer's home is usually expensive and well-furnished.

SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Residential

REPRESENTATIVE JOB TITLES:		
	Home Housekeeper	301.474-010
	Household Worker	301.687-010
	Caretaker	301.687-010

OCCUPATIONAL TASK: Providing home care assistance

OCCUPATIONAL COMPETENCY: Performing common home care tasks

RESOURCES and/or MATERIALS

1. Copies of Worksheet #1, Housekeeping Chores
2. Copies of Worksheet #2, Cleaning Procedures
3. Copies of Worksheet #3, Steps for Dishwashing
4. Copies of Worksheet #4, Home Care Standards and Attitudes
5. Copies of Worksheet #5, Cleaning Products and Tools
6. Student Attitude Sheets

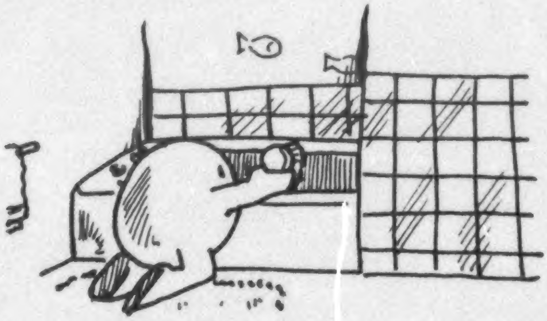
LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Realize the necessity of being able to use equipment in the home properly.
2. Better organize the routine responsibilities in keeping a home suitable for healthy living.
3. Determine whether this type of work is interesting to you.

LEARNING ACTIVITIES

1. Identify common equipment needed for home care jobs and your ability to use each correctly.
2. Using Worksheet #1, Housekeeping Chores, list as many housekeeping tasks as you can.
3. Explain the correct cleaning procedure for those jobs listed on Worksheet #2.
4. Choose and clean thoroughly a part of your home or school.
5. Change the linens, wash and dry them, and make the beds in your home.
6. Using Worksheet #3, Steps for Dishwashing, role play the part of cook and dishwasher by assuming responsibility for every phase of a family meal.
7. Using Worksheet #4, Home Care Standards and Attitudes, rank factors influencing your home care standards and attitudes.
8. Evaluate home care products and information provided on their labels using the guidelines on Worksheet #5.
9. List the number of your local poison control center on Worksheet #5.
10. Complete Student Attitude Sheet.



EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participation in class discussion.
2. Completing and submttting to the teacher Worksheets #1, #2, #3, #4, and #5.

WORKSHEET #1

Housekeeping Chores

Organization is a must for successful household workers. Using the following chart, list jobs that are a part of the normal housekeeping routine.

Area	Daily Chores	Weekly Chores	Done as Needed	Seasonal Chores
KITCHEN				
BATHROOM				
LIVING ROOM				
BEDROOM				
GARAGE, BASEMENT, PATIO, ATTIC, DEN				

WORKSHEET #2

Cleaning Procedures

Describe the correct cleaning procedure for the following:

1. Bathroom surfaces (tub, commode, sink) -

2. Shower curtain -

3. The oven -

4. A non-stick skillet -

5. Inside of a refrigerator -

6. Wooden floors -

Choose a room of your house or an item in the school to thoroughly clean.

Clean your selection following the correct procedure for the surface being cleaned.

Describe the surface(s) cleaned and the procedure for each.

Would you like to earn a living doing such work? Why or why not?

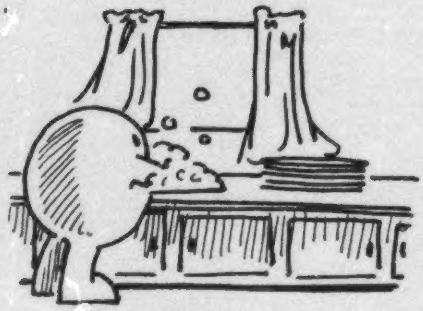
WORKSHEET #3

Steps for Dishwashing

Preparing and serving meals and dishwashing are common everyday tasks for the homemaker. Test your ability to do these tasks by preparing a meal for your family and cleaning up afterwards by hand.

Follow these steps for better dishwashing organization:

1. If possible, keep the kitchen neat and orderly during meal preparation. Clean up as you go along.
2. Soak soiled cooking pans in hot detergent during mealtime.
3. After the meal, scrape or rinse dishes of excess food.
4. Stack dishes and put like items together. To save time and energy, the work flow should be toward the area where the dishes will be stored.
5. Prepare the dishwasher.
6. Wash in order from lightest to heaviest soiled items. Generally the order is glassware first, then flatware, eating dishes, serving dishes, baking dishes, with pots and pans last.
7. Rinse thoroughly with hot water.
8. Drain.
9. Dry.
10. Store.



Use a Home Economics textbook if you need help with the following:

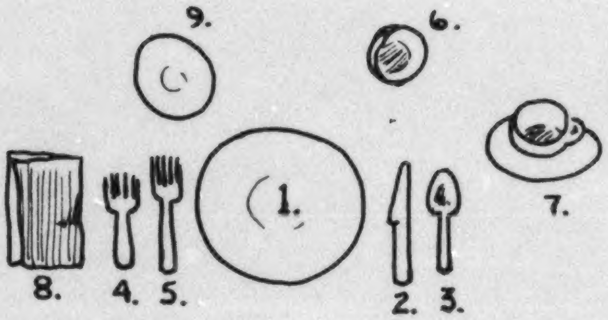
Menu planned:

Recipes needed (if any):

Supplies/groceries needed:

Time schedule:

Set the table correctly using this place setting:



1 - dinner plate

2 - dinner knife

3 - teaspoon

4 - salad fork

5 - dinner fork

6 - beverage glass

7 - cup and saucer

8 - napkin

9 - salad plate

WORKSHEET #4

Home Care Standards and Attitudes

The amount of time, energy, and money spent on home care will depend on an individual's standards of comfort, neatness, and cleanliness.

PART I - Below are some factors which influence those standards. Rank them according to their importance to you from 1 (most important) to 12 (least important).

______ magazines
______ TV programs
______ advertisements
______ money available
______ opinions of friends/ relatives
______ time available
______ hobbies enjoyed
______ your housekeeping skills
______ human energy supply
______ health and safety
______ your lifestyle
______ spouse/parent expectations

PART II - The following statements are attitudes toward home care. Circle the letters indicating to what degree you agree or disagree with each statement. There are no right or wrong answers. SA (strongly agree); A (agree); D (disagree); SD (strongly disagree); U (undecided).

SA A D SD U 1. Cleanliness is next to godliness.
SA A D SD U 2. Cleaning is a waste of time.
SA A D SD U 3. It's easier to keep a home clean today than when grandmother was young.
SA A D SD U 4. Every member of the family should have some housekeeping responsibilities.
SA A D SD U 5. House cleaning is woman's work.
SA A D SD U 6. A good wife keeps the house clean and neat.
SA A D SD U 7. You can judge a person by how they care for their home.
SA A D SD U 8. I like a home that looks "lived in."
SA A D SD U 9. A person's bedroom should be as neat or cluttered as that person wants it.
SA A D SD U 10. A home can't be too clean.

When working for others, you must respect their standards and attitudes toward home care even if they differ from your own.

WORKSHEET #5

Cleaning Products and Tools

Reliable cleaning products and tools are necessary to make home cleaning jobs easier. People usually have personal preferences for cleaning products and equipment. These preferences may have developed from past experience using the product or equipment, its cost, the job to be done, its convenience, or the end result.

Visit a local store or survey your home and school to complete the following charts:

CHART I - Home Care Products

TYPE	DIRECTIONS FOR USE	GOOD TO CLEAN	BRAND NAME EXAMPLE
All-purpose household cleaners 1. Crystalline 2. Liquid 3. Spray			
Cleansers			
Laundry Detergents			
Liquid Dishwashing Products			
Specialty Cleaning Products (list)			

CHART II - Home product labels can help the beginner select products suitable for the job to be done. Labels also provide other important information.

Choose any home care product and record the following information about that product:

Name of product -

Advertising claims -

Name & address of manufacturer -

WORKSHEET #5 CONTINUED

Size/weight/net contents -

Cost -

Directions for use -

Suitable for what surfaces -

Ingredients -

Cautions/warnings -

CHART III - All cleaning products should be considered hazardous and stored out of the reach of children. Contact your local health department or fire department or locate the number of the Poison Control Center for your area in the phone book.

Record the number here - LOCAL POISON CONTROL CENTER - Call

CHART IV - Equipment and tools for cleaning

What equipment is necessary to do routine housekeeping jobs?

What equipment is helpful but not necessary?

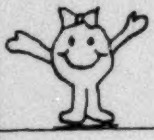
Put a check by each piece of equipment you know how to use correctly.

Name ________________________________

Occupational Cluster Personal Service - Home Housekeeper

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it 	Didn't like it or didn't dislike it 	Not very Interesting 	Didn't enjoy any part of it
Banking home care attitudes					
Reading labels					
Listing number for poison control center					
Identifying home care equipment					
Listing home care jobs					
Explaining cleaning steps					
Cleaning					
Changing linens					
Role playing cook/dishwasher					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ________________________________

CAREER INFORMATION SHEET

JOB TITLE: Laundry Worker, Domestic **DOT CODE:** 302.685-010

DUTIES: Domestic laundry workers tend automatic washing and drying machines to clean and dry household articles. They sort articles by color and fabric; load automatic washing machines; adjust machine settings for temperature, water level, and time duration of wash; and add measured amounts of detergent. Laundry workers remove articles from washer and load into the dryer. They sort, iron, and fold dried articles.

WHERE EMPLOYED: Domestic laundry workers are employed in private households. Most are employed part-time, working half-days or only two or three days a week.

EMPLOYMENT OUTLOOK: Although the number of domestic laundry workers is expected to decline through the 1980's, thousands of openings will result each year from the need to replace those who retire, change occupations, or leave the field for various reasons. Many openings will be available for part-time work.

EDUCATION AND TRAINING: There are no formal educational requirements for domestic laundry workers. The ability to perform the assigned tasks is more important than a formal education. Persons interested in this type of work should benefit from taking home economics courses in high school.

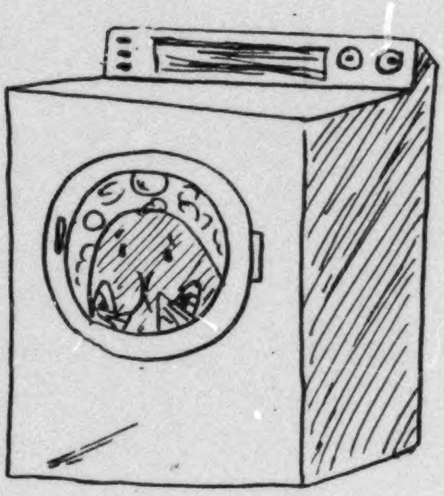
SPECIAL QUALIFICATIONS: Laundry workers must have physical stamina because they are on their feet most of the work day. They should be able to get along well with people and also be able to work independently.

EARNINGS AND ADDITIONAL BENEFITS:

Domestic laundry workers usually earn the minimum wage. However, the specific earnings are determined by the employer. Wages vary depending upon the work performed, employer's income, and the custom of the local area.

WORKING CONDITIONS AND LIFESTYLES:

Most domestic laundry workers receive instructions from their employers but are free to work on their own. Laundry work may be tedious and tiring at times.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Residential

REPRESENTATIVE JOB TITLES:

Laundry Worker, Domestic	302.685-010
Ironer	302.687-010

OCCUPATIONAL TASK: Exploring the job duties of a laundry worker

OCCUPATIONAL COMPETENCY: Folding a shirt correctly

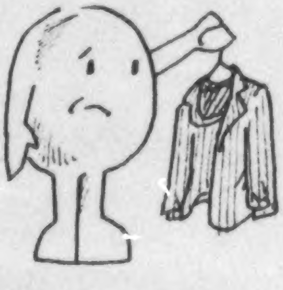
RESOURCES and/or MATERIALS

1. Clean shirt on a hanger
2. Shirt board/cardboard
3. Collar insert
4. Worksheet A
5. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Correctly fold a shirt.
2. Determine if you would enjoy this type of work.



LEARNING ACTIVITIES

1. Fold a shirt by reading and following the directions on Worksheet A.
2. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Folding one shirt.
2. Completing the Student Attitude Sheet.

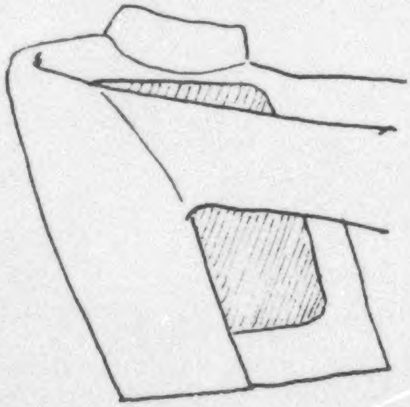
WORKSHEET A

Laundry Worker

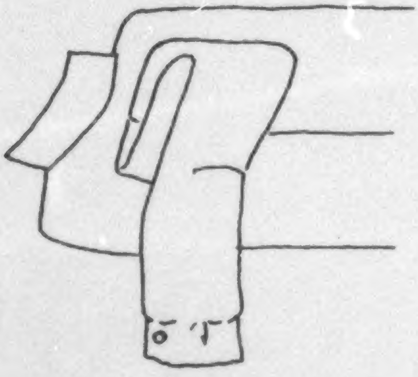
As a laundry worker in a private household, folding various items of clothing is among your job duties. A load of men's shirts have been washed and ironed and are ready to be folded.

The shirts have been placed on hangers before you receive them for folding. For each shirt you fold, you will need a shirtboard and collar insert. A flat surface (a table will do) will be needed for folding the shirts.

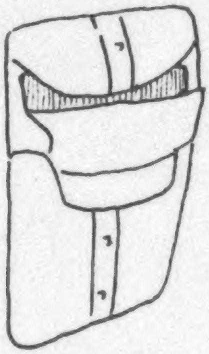
The first thing you do is button the shirt; then put the shirt onto the flat surface with the front side down and both arms extended. Position the shirtboard on the upper back of the shirt just under the collar. Carefully and neatly fold one side of the shirt lengthwise over the shirtboard.



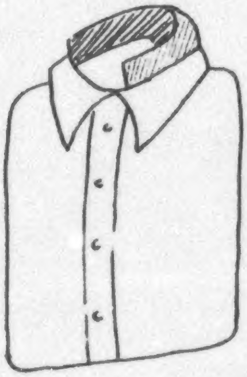
Hold the cuff of the sleeve in one hand and use the other hand to fold the sleeve; fold it across the shirtboard in thirds. Fold the other side of the shirt and sleeve in the same way. Check to see that the shirt fits smoothly over the shirtboard.



Fold the bottom half of the shirt up over the shirtboard. Bring the end of the shirttail over top of the board and tuck it under the collar (this keeps the shirt from slipping off the shirtboard).



Now that the shirt is folded, put the collar insert inside the collar of the shirt.



Follow this procedure for each shirt you fold.

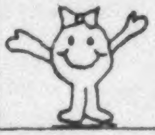
Present your folded shirt to your teacher for inspection.

Name ____________________

Occupational Cluster Personal Service - Laundry Worker, Domestic.

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much 	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Reading the worksheet					
Following the steps in folding a shirt					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ____________________

CAREER INFORMATION SHEET

JOB TITLE: Rug Cleaner, Hand DOT CODE: 369.384-014

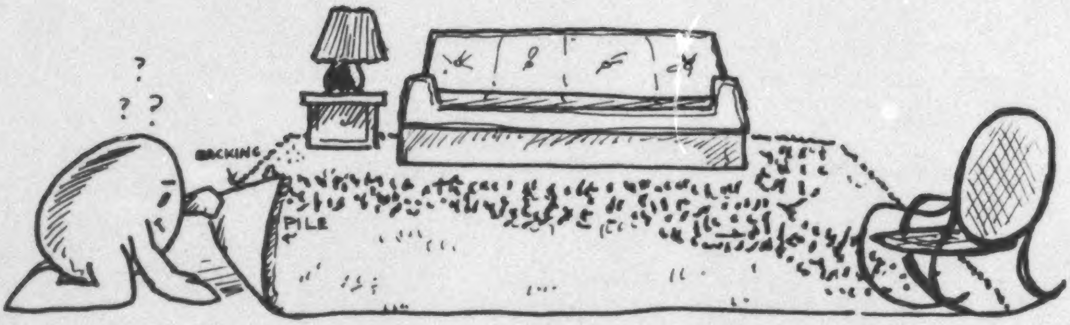
DUTIES: Rug cleaners clean rugs with chemical solutions in customers' homes using handbrushes or portable scrubbing machines. They determine the washing method according to the condition of the rug. Vacuum rug to remove loose dirt and remove suds and water from rug during scrubbing operation. Cleaners also identify persistent stains and select spotting agents to remove stains according to the type of fiber, dye, and stain. Some cleaners make minor carpet repairs while they clean.

WHERE EMPLOYED: Rug cleaners are employed in private homes and commercial businesses. They may be self employed.

EMPLOYMENT OUTLOOK: The demand for carpet cleaners should remain steady throughout the 1980's. Consumers may react to a tightened economy by doing the cleaning themselves or by hiring a professional cleaner rather than purchasing new carpeting.

EDUCATION AND TRAINING: Educational requirements vary depending on the size of the business. Most employers prefer high school graduates. All employers offer on-the-job training similar to an apprenticeship. Franchised companies require an employee to participate in a training period at an education institute under the direction of certified cleaning technicians. A practical test must be passed before these employees become authorized cleaners.

SPECIAL QUALIFICATIONS:	Carpet cleaners should be interested in providing a service to the public. They should be able to deal with all kinds of people, be friendly, and professional.
EARNINGS AND ADDITIONAL BENEFITS:	Most carpet cleaners receive an hourly wage. Larger companies offer commission on all jobs, vacations with pay, holidays, and insurance benefits.
WORKING CONDITIONS AND LIFESTYLES:	Most full-time employees work at the convenience of the customer. Some evening and weekend work is required. In peak seasons, part-time help may be hired.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Residential

REPRESENTATIVE JOB TITLES:

Rug Cleaner, Hand	369.384-014
Carpet Cleaner	369.384-014
Supervisor, Rug Cleaning	369.137-014

OCCUPATIONAL TASK: Cleaning carpets in the home

OCCUPATIONAL COMPETENCY: Identifying carpet fibers and methods of carpet construction

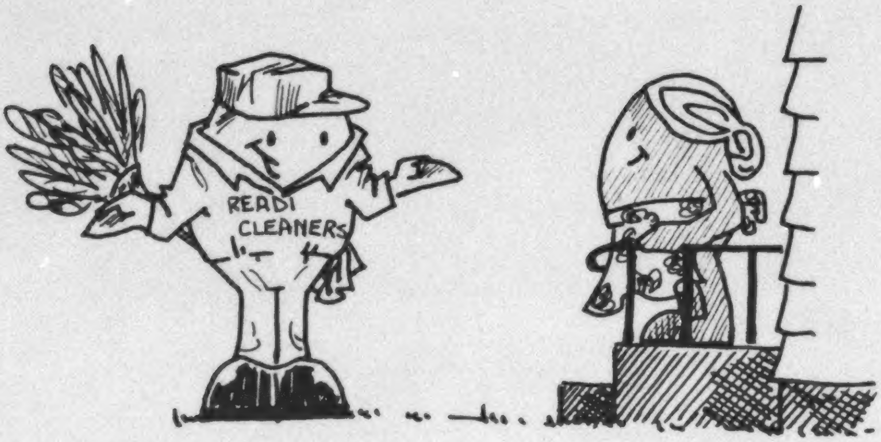
RESOURCES and/or MATERIALS

1. Carpet Information Sheet
2. Worksheet A
3. Worksheet B

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand the work of a carpet cleaner.
2. Become familiar with carpet characteristics.



LEARNING ACTIVITIES

1. Become familiar with carpet characteristics by reading the information provided on Worksheet A.
2. Using the terms on Worksheet A, evaluate and compare two carpeted areas.
3. Read the Carpet Information Sheet.
4. Identify brand names of carpet care products and cleaning equipment found in a local store. (Worksheet B)
5. Using Worksheet B, make a list of professional carpet cleaners in your area.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Completing Worksheets A and B.

WORKSHEET A

Carpet cleaners must understand the language used to describe carpet characteristics in order to offer the best service to customers.

Read the following terms and their definitions:

CARPET - any soft floor covering that is fastened to the floor.

RUG - also soft and covers the floor but is NOT fastened to the floor. May be a scatter rug (less than 24 sq. ft.), an area rug, or room-size rug.

FIBER - the type of yarns the carpet is made of.

CONSTRUCTION METHOD - how the fibers are held together to make the carpet.

BACKING - the underside of the carpet that holds it together.

DURABILITY - length of wear to be expected.

PILE - the upright fibers that form the surface of carpets and rugs.

DEPTH - the height of the pile.

DENSITY - how close together the yarns of the carpet are.

TRAFFIC PATTERN - areas where carpeting is walked on the most.

RESILIENCE - the ability of the carpet pile to return to its original shape after being crushed from wear or furniture.

ABRASION RESISTANCE - how well carpet fibers withstand heavy traffic.

SOIL RESISTANCE - the effect of soil and how fast that soil shows on a carpet.

COLOR-FAST - how well a carpet retains its original color after wear and cleaning.

Use these terms to evaluate and compare two carpeted areas in your home or school.

CARPET INFORMATION SHEET

To select the proper cleaning method for rugs and carpeting, a carpet cleaner must be able to identify the fiber the carpet is made of and how it was constructed.

There are five major types of fiber used for carpeting. One type is from a natural source and the other four are man-made synthetics:

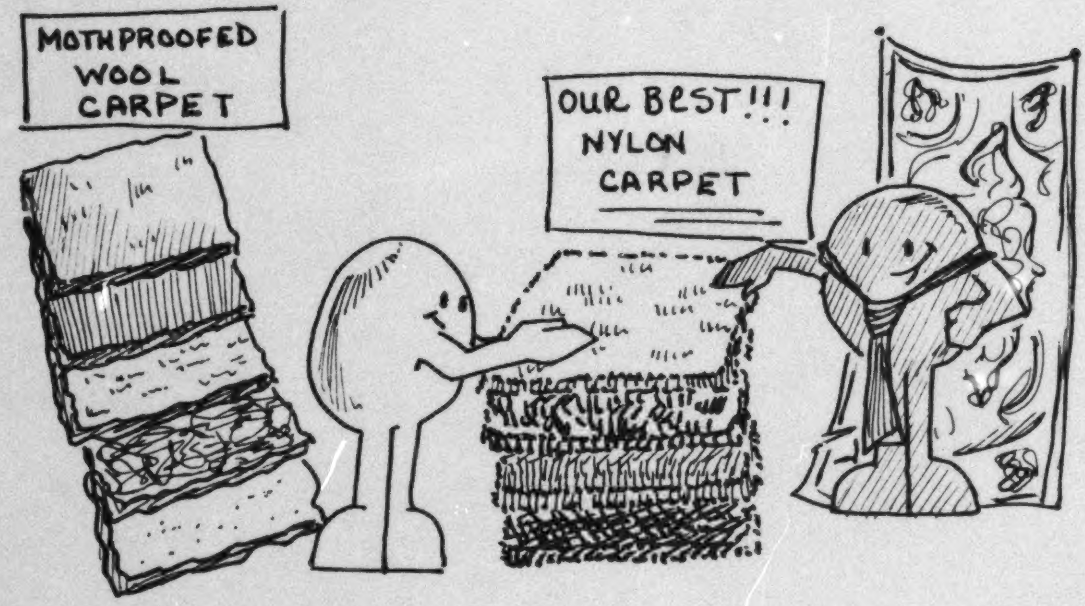
1. WOOL - the oldest known natural fiber. Wears well, is resilient, lustrous, warm, and soil and abrasion resistant. Must be mothproofed. Medium to high price range.
2. NYLON - largest single source of fiber for today's carpeting. Soil resistant, easy to clean, retains color. Resists abrasion and water absorption. Is non-allergenic. May create static electricity. Medium priced.
3. POLYESTER - second most often used fiber. Resembles wool in look and feel. Cleans easily and is long-wearing. Good recovery from crushing. Medium to high price range.
4. ACRYLIC - combines the resiliency and feel of wool with the strength of synthetics. Is static-free and easy to clean. Medium to high priced.
5. OLEFIN or POLYPROPYLENE - non-absorbing; therefore, stain-resistant. Long wearing. Aren't very resilient and sometimes have a waxy feel. Low cost.

Methods of carpet construction include:

1. WOVEN - made on a loom with the pile yarns interwoven with the backing.
2. TUFTED - used 90% of the time. Made by inserting tufts of yarn into a primary backing, layering that with latex, and then applying a secondary backing.
3. KNITTED - pile is knitted to the backing in one operation. Can identify by looking at the backing for the continuous looping of the pile yarns.

4. NEEDLE-PUNCHING - web of fibers held together by felting needles. A coating of foam or weather-resistant latex is applied to the back.

5. FLOCKED - made by embedding chopped fibers vertically into an adhesive-backed fabric.


MOTHPROOFED WOOL CARPET
OUR BEST!!! NYLON CARPET

WORKSHEET B

Carpets should be vacuumed once a week, using long, slow strokes. Upright cleaners and canister cleaners with a power nozzle provide the most suction power.

When rugs or carpets need a more thorough cleaning, try one of the following methods:

1. DRY-POWDER - provides only surface cleaning. An absorbent powder is sprinkled on a thoroughly vacuumed rug and brushed into the carpet with a clean broom or bristle hand brush. Soil and some dirt are absorbed by the powder and are then vacuumed up.

2. AEROSOL - good for spot cleaning. The product is sprayed directly on the rug and as it dries, it absorbs some dirt and soil. The residue is then vacuumed up. Easiest, but not the most effective cleaning method.

3. WET OR SHAMPOO METHOD - a more thorough cleaning method. Furniture is removed from the carpet. Vacuum the carpet thoroughly and then shampoo it using an electric or manual shampooer containing a water and detergent solution. The foam will capture the dirt particles and hold them in suspension as the foam dries to a fine powder. Vacuum away the powdery particles of dirt when the carpet is dry.

4. HOT WATER EXTRACTION or STEAM CLEANING - This method is used by about 90% of all professional carpet cleaners. Machines can be rented by the do-it-yourself cleaner also. A mixture of hot water and detergent is injected under pressure into the carpet. Powerful suction removes it along with loosened dirt particles seconds later. The carpet dries in less time than in the shampooing method.

Visit a local department store and identify carpet cleaning products that are examples of each of the methods you just read about.

List their name brands below.

DRY POWDERS	AEROSOLS	SHAMPOOS	WHERE and TYPE OF MACHINES AVAILABLE

Use your local telephone book to identify professional carpet cleaners in your area. List their names and phone numbers below.

CAREER INFORMATION SHEET

JOB TITLE: Supervisor, Rug Cleaning DOT CODE: 369.137-014

DUTIES: A rug cleaning supervisor supervises and coordinates the activities of workers engaged in the cleaning, repair, and storage of rugs and carpets. S/he examines rugs to determine the cleaning method necessary and measures rugs to establish cleaning fees.

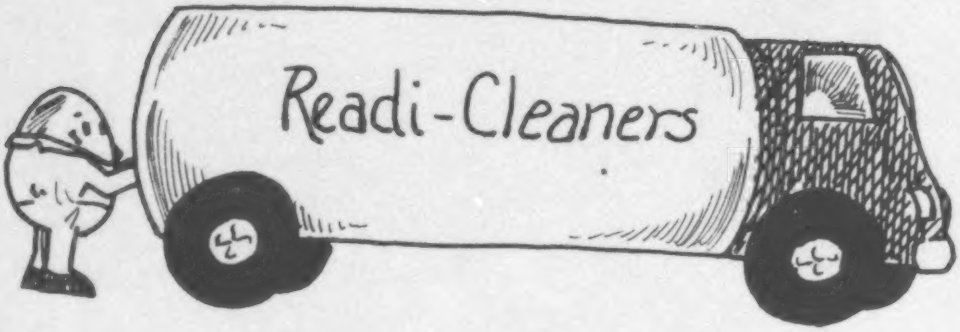
WHERE EMPLOYED: Rug cleaning supervisors are employed in private homes and commercial businesses. They may also be self employed.

EMPLOYMENT OUTLOOK: The demand for carpet cleaners should remain steady throughout the 1980's. However, supervisory positions will likely result from the need to replace workers who retire, transfer, or leave the field for other reasons.

EDUCATION AND TRAINING: Educational requirements vary depending on the size of the business. Most employers prefer high school graduates. Large companies usually require that employees participate in a training period under the direction of certified cleaning technicians. Supervisors must possess the basic math skills to calculate costs of cleaning jobs and figure discounts.

SPECIAL QUALIFICATIONS: Rug cleaning supervisors must be able to communicate with employees and customers. They should be friendly, polite, and professional when dealing with customers. Supervisors should be neat and clean and present a positive image of the company they represent.

EARNINGS AND ADDITIONAL BENEFITS:	Earnings of rug cleaning supervisors vary depending upon the employer. Larger companies usually offer commissions on all jobs, vacations and holidays with pay, insurance benefits, and retirement plans.
WORKING CONDITIONS AND LIFESTYLES:	Most full-time carpet cleaners work at the convenience of the customers. Some evening and weekend work may be required. During peak seasons, part-time help may be hired.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Residential

REPRESENTATIVE JOB TITLES:

Supervisor, Rug Cleaning	369.137-014
Carpet Cleaner	369.384-014

OCCUPATIONAL TASK: Exploring carpet cleaning

OCCUPATIONAL COMPETENCY: Examining home carpet cleaning techniques

RESOURCES and/or MATERIALS

1. Vacuum cleaner
2. Commercial carpet cleaning product
3. Stain removal chart
4. Worksheet A
5. Worksheet B
6. Student Attitude Sheet

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand basic procedures used for cleaning carpets.
2. Determine your interests in this type of work.

LEARNING ACTIVITIES

1. Discuss the duties of a rug cleaning supervisor.
2. Clean a carpeted area following the directions on Worksheet A.
3. Complete Worksheet B.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in carpet cleaning activity.
2. Completing the problems on Worksheet B.
3. Completing the Student Attitude Sheet.

WORKSHEET A

Clean a carpeted area in your school or home following these steps:

1. Thoroughly vacuum the rug surface.
2. Identify fiber type and construction method.
3. Identify obvious stains.
4. Treat stains appropriately following a stain removal chart.
5. Choose an appropriate cleaning method for your rug type.
6. Clean the carpet or rug by hand using a commercial cleaning product OR use a rented machine. In either case, follow manufacturer's directions for correct use.

If possible, invite a professional carpet cleaner into your classroom. Watch as s/he demonstrates a cleaning method.

Compare time, cost, and results of the hand cleaning and professional cleaning methods.

WORKSHEET B

Most professional cleaners consider the size of the carpet and how badly soiled it is when arriving at a cost for their work.

Figure the cost of the following jobs, based on size alone, by multiplying the rug size to get its square footage. Then multiply this number by the cost per square foot.

1. An area rug 6 ft. by 9 ft. - Rate 15¢ per sq. ft.
2. A room size rug 8 ft. by 11 ft. - Rate 12¢ per sq. ft.
3. A room size of 12 ft. by 12 ft. - Rate 10¢ per sq. ft.
4. An oval rug 22 in. by 44 in. - Rate 12¢ per sq. ft.
5. An area rug 3 ft. 10 in. by 5 ft. 6 in. - Rate 15¢ per sq. ft.

Many stores run 10% discounts for Senior Citizens. What would the cost be for each job above if being done for a Senior Citizen at a 10% discount?

WORKSHEET B - ANSWER SHEET

		With 10% discount:	
1.	$8.10	1.	$7.29
2.	$10.56	2.	$9.50
3.	$14.40	3.	$12.96
4.	$ .84	4.	$ .76
5.	$2.25	5.	$2.02

NOTE: Most professional cleaners have a minimum charge. They suggest you do small jobs like #4 and #5 yourself or have several such rugs to clean at a time or in addition to a larger cleaning job.

Name ______________________________

Occupational Cluster Personal Service - Supervisor, Rug Cleaning

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Cleaning a carpet					
Estimating cost of carpet cleaning					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

CAREER INFORMATION SHEET

JOB TITLE: Yard Worker DOT CODE: 301.687-018

DUTIES: Yard workers keep the grounds of private residences neat and orderly. They plant, transplant, fertilize, prune, and water flowers, shrubbery, and trees; seed and mow lawns; rake leaves; and keep grounds free of other debris. Yard workers may also whitewash or paint fences, wash and polish automobiles, clean patio furniture and garage, and shovel snow from walks.

WHERE EMPLOYED: Yard workers are employed at private residences and large estates. Most yard workers divide their work hours among several residences. Employment opportunities exist in most communities.

EMPLOYMENT OUTLOOK: Employment of yard workers should remain steady throughout the 1980's. Openings will result each year from the need to replace workers who leave the occupation for various reasons.

EDUCATION AND TRAINING: There are no formal educational requirements for yard workers. Employers prefer workers with experience and who know how to use and operate lawn mowers and other equipment. Grounds maintenance and building construction courses may be very useful to persons interested in doing yard work.

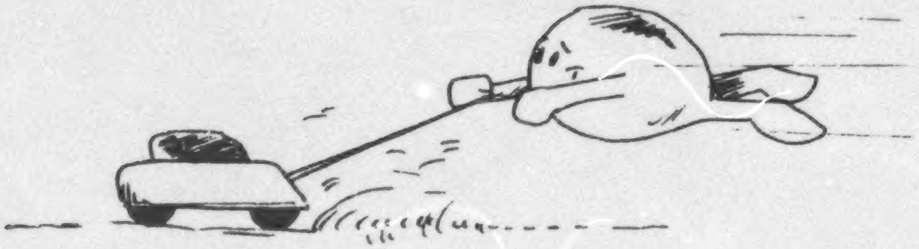
SPECIAL QUALIFICATIONS: Persons interested in this type of work should be able to work alone with a minimum of supervision. It is important that yard workers enjoy working outdoors and possess very good health. Physical stamina, eye-hand coordination, and the ability to follow instructions are also important.

EARNINGS AND ADDITIONAL BENEFITS:

Earnings of yard workers vary greatly depending upon the employer, the experience of the worker, and the local pay standards. Yard workers may be paid hourly wages or a predetermined salary. The majority of employers do not provide fringe benefits.

WORKING CONDITIONS AND LIFESTYLES:

Yard workers do most of their work during daylight hours. They are sometimes forced to work under inclement weather conditions. Yard workers are frequently involved in lifting and moving lawn furniture and other items and may be subject to cuts and bruises from using equipment and tools. Work hours are usually determined by agreement between the yard worker and the employer. Yard work is often seasonal.



SERVICE OCCUPATIONS

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILY: Residential

REPRESENTATIVE JOB TITLES:		
	Yard Worker	301.687-018
	Caretaker	301.687-010
	Groundskeeper	406.687-010

OCCUPATIONAL TASK: Performing duties of a yard worker

OCCUPATIONAL COMPETENCY: Cleaning up an outdoor area

RESOURCES and/or MATERIALS

1. Student Attitude Sheet
2. Various tools to clean up school yard (rakes, brooms, grass clippers, gig sticks, trash cans, etc.)

LEARNING OBJECTIVES

After completing the learning activities, you should be able to:

1. Better understand some of the duties of yard workers.
2. Determine if you would enjoy this type of work.

LEARNING ACTIVITIES

1. Discuss some of the duties performed by yard workers.
2. Using tools provided by instructor, assist in cleaning up the school yard.
3. Make a list of suggestions which you feel would improve the appearance of the outdoor school area. This list may include items such as planting flowers, grass, trees, or shrubbery; mowing grass; trimming trees; and painting fences or signs.
4. Complete the Student Attitude Sheet.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in clean-up activity.
2. Listing possible improvements.
3. Completing the Student Attitude Sheet.

Name ______________________________

Occupational Cluster Personal Service - Yard Worker

STUDENT ATTITUDE SHEET

Please check the block which best describes your feeling toward the activities which you have just completed.

SKILLS OR ACTIVITIES	Enjoyed it very much	Liked it	Didn't like it or didn't dislike it	Not very Interesting	Didn't enjoy any part of it
Working outdoors					
Working with tools					
Cleaning up school yard					
Working with your hands					

	YES	NO
Are you now aware of jobs using these skills or activities?		
Would you like a job involving these skills or activities?		
Would you like to find out more about this area of work?		

Comments ______________________________

SERVICE OCCUPATIONS

(Culminating Lesson)

OCCUPATIONAL CLUSTER: Personal Service

OCCUPATIONAL FAMILIES: and

Attendant Services	Residential
Animal Caretaker	Caretaker
Diet Consultant	Furniture Cleaner
Shoe Repairer	Home Housekeeper
Wedding Consultant	

REPRESENTATIVE JOB TITLES:

Barber and Beauty Services
Barber
Cosmetologist
Manicurist
Sales Representative,
  Barber and Beauty
  Equipment and Supplies

Commercial
Funeral Director
Janitor
Psychologist, Counseling
Salesperson, Pets and Pet Supplies

OCCUPATIONAL TASK: Reviewing occupational titles in the Personal Service Cluster

OCCUPATIONAL COMPETENCY: Identifying places where personal services are offered

RESOURCES and/or MATERIALS

1. List of occupational titles
2. Telephone directories
3. Help-wanted sections of newspapers
4. Activity Sheet A

LEARNING OBJECTIVES

Upon completion of this activity, you should be able to:

1. Appreciate services offered by persons employed in Personal Service Cluster occupations.
2. List several occupations listed in the Personal Service Cluster.
3. Determine whether you may choose to investigate further any of the occupations identified in this area of work.

LEARNING ACTIVITIES

1. Review occupations listed under each occupational family.
2. Divide class into four groups and assign an occupational family to each group.
3. Complete Activity Sheet A using newspaper Help-Wanted Ad sections and telephone directories.

EVALUATION PROCEDURES

Your evaluation will consist of:

1. Participating in reviewing occupations.
2. Completing Activity Sheet A in assigned occupational family.

Activity Sheet A

Using the assigned occupational family, locate businesses in the telephone directory where each service may be offered. Also, examine Help-Wanted Ads of local newspapers to see if there is a demand for employees in any of these occupations.

Part I: Locating Businesses in the Telephone Directory

1. Occupational Family: ______________________
   Title of Occupation: ______________________
   Name of Business: ______________________
   Address: ______________________
   ____
   ____
   Telephone Number: ______________________
2. Occupational Family: ______________________
   Title of Business: ______________________
   Name of Business: ______________________
   Address: ______________________
   ____
   ____
   Telephone Number: ______________________
3. Occupational Family: ______________________
   Title of Occupation: ______________________
   Name of Business: ______________________
   Address: ______________________
   ____
   ____
   Telephone Number: ______________________
4. Occupational Family: ______________________
   Title of Occupation: ______________________
   Name of Business: ______________________
   Address: ______________________
   ____
   ____
   Telephone Number: ______________________

Part II: Identifying Places Where Employees Are Needed By Using Newspapers

1. Occupational Family: ______________________________
2. Title of Occupation: ______________________________
3. Clipping of Help-Wanted Ad

1. Occupational Family: ______________________________
2. Title of Occupation: ______________________________
3. Clipping of Help-Wanted Ad

1. Occupational Family: ______________________________
2. Title of Occupation: ______________________________
3. Clipping of Help-Wanted Ad